ENGLISH CONCENTRATORS

HANDBOOK

2010 ~ 2011
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PART 1: DESIGNING AN ENGLISH DEGREE

I. INTRODUCTION

Welcome to the Department of English Language and Literature. This handbook, written by members of the faculty and staff for prospective and declared concentrators in English, is designed to introduce you to the department we share. It outlines the prerequisites and requirements for graduating as an English major from this University. It provides ideas on how you might design your program of concentration. It introduces you to the broad, changing contours of the discipline of English language and literary studies, and it also helps you find your way through the paperwork that a large department like ours requires. This handbook also lists various services and special programs connected with the English Department. In short, we hope it contains everything you need to know about getting a degree with a concentration in English from the University of Michigan.

Our faculty of more than 80 colleagues reflects a diversity of interests, perspectives, and cultures. You'll find yourself as a student participating in ongoing debates about the meaning of the English language and literature, its place in culture, its political implications, its linguistic characteristics, its aesthetic qualities. All of us, though, are united by a love of reading and language, and a dedication to scholarship, teaching, and the ideas these mutually sustaining activities generate.

We assume that you have come to this department because, like the professors with whom you will be studying, you enjoy reading and the discussions that follow thoughtful reading; you desire to become a strong, articulate writer; you would like to hone your ability to speak convincingly to groups of your peers; and you are interested in learning techniques of interpretation and research.

Alumni from this University who chose to concentrate in English almost unanimously report that their choice of an English concentration has proved enormously beneficial professionally: they have distinguished themselves, in an extraordinary range of professions, by being gifted analysts of spoken and written language and by possessing the all-too-rare ability to communicate ideas lucidly and persuasively. Those same alumni report that they have found themselves sustained in their personal lives by the habits of reading and learning from their reading that they cultivated as English concentrators at Michigan.

Reports from alumni and from students currently concentrating in English demonstrate, too, that the most successful and well-prepared concentrators are those who seek out contact with their professors and with the department's administrative staff and faculty. This is a huge University and the English concentration is a large one, consistently among the three or four most popular concentrations in the college. It is possible to go through four years at Michigan feeling as though you're an individual lost among literally thousands of others in a busy, overwhelming school. You will find, however, that the English Department is filled with terrific teachers, staff, and concentrators who are committed to making you part of an intellectual community. We pride ourselves as a department on the amount of individual attention we give to each student, the amount of time we spend helping you to develop your ideas and to express those ideas as fully and cogently as possible. As a student in our department, you should make it a continuing priority of yours to get to know your professors and peers in class, in office hours, and in the meetings of the Undergraduate English Association (see below). You should make sure, too, that you keep in touch with the concentration advisers and the faculty and staff associated with the program for undergraduates. Your reward for this ongoing effort will in all likelihood be a first-rate experience in one of the strongest English departments in the country.

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The field of English studies has expanded enormously over the past two decades. An English concentration in the twenty-first century comprises an unprecedentedly wide range of subjects and fields of study. While this diversity means that you are likely to find it a tremendously exciting time to do work in the field of English language and literatures, it also means that planning a coherent program of study is particularly challenging. You are most likely to choose courses that "fit" with one another in suggestive, mutually illuminating ways if you read the course descriptions carefully each semester and then talk about your proposed course choices with as many knowledgeable people as possible: your English professors and Graduate Student Instructors, the department's Academic Advisers, the Director of Undergraduate Studies.

A) Testing your interest in an English concentration
If you think you want to pursue an English degree, we recommend you take one or two English courses to see how you like them. For example, an introductory English course like English 297 (Introduction to Poetry), English 298 (Introduction to Literary Studies)--both prerequisites to the English concentration--English 217 (Literature Seminar), or English 230 (Introduction to the Short Story and Novel), English 140 (First-Year Seminar on English Language and Literature), or 235 (Introduction to Autobiography), will introduce you to the discipline of literary studies and give you a chance to practice the reading, thinking, and writing that you'll be doing in all English courses.

Our most successful students are those who pursue an English degree because they like to read, discuss ideas, and write. They see the study of English literature as an exciting and challenging major that is an end in itself, as well as one that develops abilities crucial to the pursuit of a wide range of careers after graduation.

B) Seeing a concentration advisor
Once you have taken one or two of the prerequisites, 297-Introduction to Poetry and 298-Intro to Literary Studies and have decided you would like to pursue an English degree, or simply want to explore the possibility further, make an appointment with an English concentration advisor. It is required that students see a concentration advisor at least twice in their career: once to declare the concentration, and once to do a senior audit. However, we strongly suggest that you see a concentration advisor at least once per term to make sure that all of your requirements are being met and to keep current on department policies and procedures. The English Department appoints three well-informed advisors for its concentrators to guarantee consistent, personal guidance. They can answer many of your questions about getting a degree in English. Since they are fully informed about the department's offerings (and the year-to-year patterns of those offerings), they will also help you plan a coherent and fulfilling curriculum in English studies.

Appointments are made by going online at: http://www.lsa.umich.edu/english and clicking on Academic Advising. The advisors tend to be very busy immediately prior to registration, so it is best to make an appointment early in the term. If you have urgent questions, you may contact the staff at (734) 764-6330 or in 3187 Angell Hall.

It's also a good idea to talk to professors in the department, other students, staff, and alumni about getting an English degree. Talk to professors whose classes you have taken because they'll know something about your talents and interests and will be able to offer good advice. Also, contact the UEA (Undergraduate English Association) at uea@umich.edu to talk to a student currently in the program.
C) Declaring the major
If you decide you want to work toward a degree in English, a concentration advisor will fill out a
Concentration Declaration Form. The date on this form guarantees that you complete the concentration
under the departmental requirements in effect at that time, no matter what subsequent changes may
be made to the requirements. It also gives the Department and the College a way of keeping track of
our English majors.

This declaration form does not lock you into an unbreakable contract. If you change your mind, you
simply fill out another form in a different department. Similarly, you can switch into English from
another concentration.

In addition to English concentration advisors, LSA provides general counselors to every student in the
college. If you have questions regarding college matters (such as transfer credits or LSA graduation
requirements) you should make an appointment with a general counselor in 1255 Angell Hall.

Feel free to make an appointment with one of our English concentration advisors any time you have
questions. Graduating seniors are required to see a concentration advisor in the first term of the senior
year in order to complete a check of all the requirements. This process is known as a senior audit.

D) Using the English Undergraduate Office
Katherine Teasdale is the Department's Undergraduate Administrator; Jennifer Catey and Karena Huff
are the Undergraduate Student Services Assistants. They are available in
3187 Angell Hall to help you with questions you may have about being an English concentrator. Ms.
Teasdale also does advising and helps students with transfer credit and the petition process (see Part II,
Section V). The Undergraduate Office can provide useful information about courses, faculty interests,
registration, enrollment status, honors theses, student organizations, and internships.

E) The World Wide Web
You can access our page at http://www.lsa.umich.edu/english. You can find a department calendar,
information on undergraduate degree programs, information on graduate degree programs, course
information, department organizations and opportunities, faculty and department administrative
directories, links to faculty home pages, and resources for readers and writers.

II. TAKING THE PREREQUISITES

After you have read this handbook and if you decide you want to pursue an English degree, we
recommend that you talk with concentration advisers, your English teachers, and students who are
further along in their English concentrations about the courses you would like to take during the
remainder of your time at Michigan. Participating in the UEA activities geared around course selection
can also be informative. Students tell us that they find two English courses a semester the ideal
number. If you spend some time now planning which courses you might take over the next few
semesters, you’ll probably feel a lot more confident about making the most of the courses offered and
graduating on time.
**Why prerequisites?**
The study of English language and literature is designed to familiarize you with a variety of literature written in English all over the globe. The extensive range of literature and language courses now offered can be overwhelming to students who are just starting a degree. The prerequisites are designed to help introduce you to the discipline and to help you think about future directions you might choose.

**What prerequisites?**
A) *English 297: Introduction to Poetry*
This course introduces you to the fundamentals of poetry and to the wide range of poetic forms. It is designed to enhance your enjoyment of poetry and to give you the skills that will help you to analyze it. There are many different approaches to teaching this prerequisite, varying from section to section of the course: be sure to check the LSA Course Guide (http://www.lsa.umich.edu/saa/publications/courseguide/) for individual course descriptions.

B) *English 298: Introduction to Literary Studies*
This course provides a systematic view of the study of literature, introduces you to the traditions of literary study, gives you a vocabulary for that study, and discusses those problems now most important to the discipline. Sections vary a great deal in the works studied and the approaches taken to educate students about the shape of the discipline: be sure to check the LSA Course Guide for individual course descriptions.

**When do I elect the prerequisites?**
You should take these two prerequisites as early as possible in your studies, since they will give you an idea of whether or not you want to pursue an English concentration. They will also help you to develop interpretive writing skills you need for upper-level courses.

You can take the prerequisites as early as the second semester of your first year. Generally, students take them at the beginning of the second year when they have fulfilled some of the general distribution requirements. You may take them simultaneously.

It doesn't make sense to take prerequisites after having taken upper-level English courses, since they are designed to help prepare you for upper-level courses. While there is no rule against taking these courses in your junior or senior year, students who have postponed taking the prerequisites have let us know that, as advanced students in introductory courses, they feel somewhat out of place and that the courses are less useful to them than they otherwise would have been.

**III. TAKING THE REQUIRED COURSES**

**What are the requirements for an English concentration?**
We believe that an English concentration should give you a breadth of experience of literature in English. There are five specific requirements that must be fulfilled to complete your concentration. These requirements allow you a good deal of free choice while insuring that you do not confine your studies too narrowly to a single field or time period.

In addition to the five concentration requirements, you will take other English courses as electives. You must take a minimum of 27 upper-level credits (i.e., 300 or 400 level). These 27 upper-level credits include both your five requirements and your electives. Credits from the prerequisites do NOT count
toward the total of 27, but they do count towards your overall 120 credits needed to graduate from the College.

You must also satisfy the upper-level writing requirement, which you may fulfill any time after you have satisfied the lower-level writing requirement (which you do by taking a basic writing course, such as English 124/125). The upper-level writing requirement is a College rule, which means that you may fulfill it by taking any course offered within LSA that has been designated as fulfilling the requirement. The English Department itself offers many sections each term that fulfill the upper-level writing requirement. Those courses are: 325, 398, 425, 417, 428, and 495, 496. A complete list of English courses that satisfy this requirement is available each term on the department’s web site, and hard copies of the list are available outside the main office.

Finally, you must not receive a grade less than a C- in your major, including prerequisites.

NOTE: The English Department allows you to count no more than one creative/expository writing course toward the 27 credits (unless you are a Creative Writing subconcentrator; see section V, C). The upper-level creative/expository writing courses are 323, 324, 325, 327, 340, 398, 423, 424, 425, 426, 427, and 428.

What are the English requirements?
A) Pre-1600 literature
English concentrators must take at least one course in literature written before 1600. Pre-1600 literature, generally speaking, focuses on early English literature: the medieval period and the English Renaissance. Some courses, mostly at the 300 level, are survey courses which allow you to study a range of material written before 1600. Other courses focus on individual authors such as Chaucer or Shakespeare, or on types of literature, such as romance and epic. You can, of course, take more than one course in Pre-1600 literature.

B) Pre-1830 literature
At least two courses in literature written before 1830 must be taken in order to fulfill the requirements for an English degree.

Obviously, pre-1600 courses meet this requirement: if you take three courses in Medieval Literature, for example, you will have fulfilled your pre-1600 as well as your pre-1830 distribution requirements. (The courses on literature written between 1600-1830 cannot be used to fulfill the pre-1600 distribution requirement.)

We do urge you also to take one or more courses on literature written between 1600 and 1830. Please always check on the concentration requirements list, put out each term, for the most up to date listings.

Survey courses, mostly at the 300 level, may examine such topics as the change from classicism to romanticism, the rise of the novel, or the beginnings of American literature. Other courses are organized around a theme such as "The Invention of America" or "Literature and Transgression."

C) American Literature
English concentrators must elect at least one course in American literature. The wide variety of American literature courses includes such topics as early American literature, 19th and 20th century
literature, Native American literature, African-American literature, Yiddish literature in America, and Asian American literature.

Other American literature courses focus on themes such as "Masculinity in Contemporary American Culture," "Literature of the American Wilderness," or "Social and Cultural Conflicts."

D) New Traditions

English concentrators will take at least one upper-division course that focuses on works by North American and/or British writers/artists of color, world Anglophone writers/artists, or writers/artists of a range of identity categories (involving gender, sexuality, disability, and class) who reflect upon—and are in dialogue about—the differentials of social power and their representation.

NOTE: You may fulfill two requirements by taking one course. For instance, a course on early American literature may fulfill both the American literature requirement and one Pre-1830 requirement. You cannot fulfill more than two English requirements with one course, however, and you must take all three of the time-specific courses. Check the English Department's listings each term of courses fulfilling concentration requirements. You can find this information at the department or on the web.

You cannot apply an Independent Study, or a single author course (i.e. English 464-Studies in Individual Authors) toward the required courses (Pre-1600, Pre-1830, American Literature or New Traditions). You cannot take any of the concentration requirement courses Pass/Fail.

When do I take the required courses?

We recommend you take the requirements earlier rather than later so that you can plan the rest of your concentration wisely. If, for instance, you don't take a Pre-1600 course until your senior year and find you love medieval literature, you may have missed an opportunity to elect other courses that concentrate on that period.

It makes sense, too, to take in your Junior year courses that emphasize overviews: the surveys of English literature (Eng. 350-351-352; 470-471-472; 450-451-452; 367; 467). NOTE: Always check the LSA Course Guide (http://www.lsa.umich.edu/saa/publications/courseguide/) for detailed descriptions of each course. Each course description includes a note telling you what requirement it fulfills.
IV. CHECKLIST FOR CONCENTRATORS

Prerequisites:
English 297 (Introduction to Poetry)  
English 298 (Introduction to Literary Studies)  

Concentration requirements:

<table>
<thead>
<tr>
<th>Pre-1600:</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-1830:</td>
<td></td>
</tr>
<tr>
<td>American Lit:</td>
<td></td>
</tr>
<tr>
<td>New Traditions:</td>
<td></td>
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</tbody>
</table>

Electives:

<table>
<thead>
<tr>
<th>English________</th>
<th>Credits</th>
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<tbody>
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<td>English________</td>
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<td>English________</td>
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<td>English________</td>
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Total credits: 

——— Upper Level Writing Req. (325, 398, 425, 428, 495/496, Other Dept.____)
——— Overall 2.0 G.P.A. in concentration
——— 27 credits at the 3/400 level
——— No more than one creative/expository writing courses may count towards the 27 3/400 level credits. These courses include SWC 300, (all English/Education students must take SWC 300 for their composition requirement) English 323, 324, 325, 326, 327, 340, 423, 424, 425, 426, 427, 428 or any transferred writing course.

NOTE: A single course can fulfill two program requirements (Pre-1600, Pre-1830, American Literature, NT). However, you must have three courses in Pre-1830 literature, at least one of which must focus on literature written before 1600. If you are using a single class to fulfill more than one requirement, be sure to count the credits only once in the worksheet above. Look for an up-to-date listing of “Courses Fulfilling Concentration Requirements” on our website. We strongly recommend that you make an advising appointment if you have questions about our programs. Please go online at:  
http://www.lsa.umich.edu/english/ click on Academic Advising and Appointment Scheduling to schedule an appointment with a concentration advisor.

V. CHOOSING THE EMPHASIS THAT SUITS YOU

As an English concentrator, you have some freedom to tailor your degree to suit your particular interests and abilities. Please look on our website: www.lsa.umich.edu/english to find Areas of Specialization for the term you’re interested in enrolling. You will also find on the website if a particular course will also meet a specific program requirement in the major as well as an AOS.
Concentrators are strongly encouraged to select three upper-division courses within one of the areas of specialization below (or one designed by the student and an advisor).

*Historical Periods (British, American, and/or World literature)*

1. Medieval (Literature in English through c. 1500)
2. Early Modern (c. 1500-1700)
3. The Long Eighteenth Century (late 17th c. through early 19th c.)
4. Nineteenth Century (through Modernism)
5. Twentieth and Twenty-first Century (Modernism through Contemporary)

*Cultural and Geographic Frameworks*

6. Literatures of the Americas
7. World Literatures in English

*Analytic Frameworks*

8. Literary Criticism and Theory
9. Genre Studies (e.g., drama, poetry)
10. Studies in Race and Ethnicity
11. Sexuality/Gender Studies
12. Performance Studies
13. Language, Writing, and Rhetoric

A) *The General Program*

The General Program is the most frequently chosen route to an English degree. It gives students a great deal of freedom in choosing electives and thus allows them to design a degree that closely follows their own interests. The requirements for the General Program are those listed in the Checklist on page 7. To restate them more simply, students in the General Program are required to have:

- Two prerequisites, English 297 and 298
- Five required courses (requirements = 1 Pre-1600, 2 Pre-1830s, 1 American Literature, 1 New Traditions) at the 300 or 400 level
- 27 upper-level credits (300 or 400 level) total, which includes the program requirements and elective credits. (Credits from the prerequisites do NOT count towards the 27, but they do count towards your overall 120 credits needed for graduation)
- An upper-level writing requirement course, which can be taken in the department or any other department in the college of LSA listing ULWR courses. If the ULWR course is taken in English, the courses are 325, 425, 398, 495, 496, and 428.

B) *The Honors Program*

The designation "Honors in English" is intended to signal outstanding achievement in the undergraduate concentration. It requires the successful completion of an extra major challenge -- the Honors thesis -- and the maintenance of a superior record of high grades in courses in the concentration.

Becoming a member of the English Department's Honors program means becoming a part of a small, intensely committed community of teachers and students all working toward achieving excellence in the related disciplines of reading, understanding, talking and writing about texts. Honors courses and the
program at large place a premium on discussion, on the sustained elaboration of ideas inside and outside the classroom, on conceiving of projects in complex and engaging ways, on learning to do research, and on presenting the fruits of that research in expressive, lucid prose.

The centerpiece of the Honors program is the senior Honors thesis, which the department feels (and we hope you will come to feel) is the single most important, most meaningful piece of work you will do as an undergraduate English major at this University. We hope that your work on this thesis will give you a sense of mastering a topic more fully and in greater depth than would be possible in any course: You will become an expert within the domain of your project. We also hope that you will graduate with a good idea of the demands and rewards of advanced work in literary studies. And we hope finally that as you work on your thesis with your peers, you will grow to appreciate the excitement and the value of working within a vibrant intellectual community over an extended period of time.

Admission to the Program
Students interested in the Honors Program should signal their intent by winter term of their sophomore year or fall term of their junior year (no later than week 7 of the winter term of their junior year). They will be asked to present an application for consideration, including a transcript, a copy of a critical essay they have written that they feel exemplifies their best work to date, a statement of interest and the names of two professors who might speak to the student’s abilities. Application forms are available in the literature rack outside 3187 Angell Hall or online at: http://www.lsa.umich.edu/english/advising/downloadforms.asp In general, applicants should be maintaining a 3.5 GPA or better in the concentration and related fields.

The Curriculum
Students in the Honors Program may choose from among the English Department’s many offerings in fulfilling the general requirements for the English concentration. They must continue to compile a distinguished record of 3.5 GPA or above in classes in the concentration. In addition, they fulfill the following special honors requirements: Honors students must take a course in literary theory, usually English 390 or 490. It is recommended that this be done during the junior year. The Honors seminars, English 497 and honors sections of English 450 or 451, are courses ranging in focus but enrolling a limited number of students each. Most of these courses will also fulfill specific concentration requirements for the general program (i.e. Pre-1600, Pre-1830, etc.). The Honors seminars not only presume that each student will be an active participant in a small, intense community of discussions; these courses are also designed to teach you how to engage in advanced research, how to conceive of extended, ambitious projects, and how to write research papers. Students must take two of them and are advised to elect these in different terms if possible. The Undergraduate Student Services Assistant will issue electronic overrides for these courses.

The 1-3 credits Thesis-writing course (English 495), taken during the fall term of your senior year (and continued, on an informal basis, in the winter term, 496), is designed to help you conceive, do research for, and write your Honors thesis. You will spend some time each week working together on learning techniques and methods generally applicable to academic research in the humanities. You will also work as a class to conceptualize what makes an Honors thesis different from a long end-of-term paper. The primary focus of this course will always be your own projects as they evolve over the course of the term. Students then elect English 496 in the winter term for 1 credit to continue work on the final draft
of thesis. The final revised form of the thesis is due in the middle of March (the date varies slightly from year to year).

**Academic Advising**
Once admitted to Honors, student’s plans should be reviewed once each semester with the director of the Honors Program. This counseling will focus not only on classes, but also on the development of the thesis topic and its successful preparation.

**Study Abroad**
The Honors Committee encourages Honors students to study abroad for a term, where it is academically optimal and feasible. Students intending to do so should consult especially early with the director of the Honors Program so that courses taken abroad will fit smoothly into the general pattern of necessary elections. Additionally, students should consult with Katherine Teasdale, the Undergraduate Administrator to ensure courses will transfer to the concentration.

**The Wagner Award and Bursaries**
The Wagner Awards are given annually to a student who has written what the Honors Committee considers the outstanding thesis submitted to the Honors Program in English during the previous academic year. The award, which includes a cash prize, will be announced during the English Honors Symposium at the end of the winter term. Each year, the Wagner fund gives two or three bursaries to help English honors students acquire the materials or experience they need to complete ambitious and distinguished honors theses. Awards come from a limited pool of approximately $250 and may be used to buy books or other materials not easily available to the student, or to help support trips to archives or other sites essential to the student's research. Application to the fund should typically occur early in the student’s research and is especially cogent when an award would help a student use well the summer months preceding the election of English 495. Applicants must first discuss their applications with the Director of the program.

**Creative Writing Honors**
Participants in the undergraduate subconcentration in creative writing are eligible to achieve Honors. Students should inquire of the Director of Undergraduate Creative Writing Subconcentration, Keith Taylor, at 4179 Angell Hall, (734) 647-7693, keitay@umich.edu

**Timetable for Honors Requirements**
Students interested in admission to the Honors program may apply winter term of the sophomore year or fall term of the junior year (no later than week 7 of the winter term of the junior year). The two honors seminars (English 497 or honors sections of English 450 and 451) and at least one course in literary theory (usually English 390 or 490) must be completed before graduation, but preferably as early as possible. English 495/496, the thesis writing courses are elected during both semesters of the senior year. Before the end of the first semester of the senior year, a draft of the thesis is due. Submission of the final copy of the thesis is due mid March of the senior year. Finally, the Honors Symposium (public presentation of the thesis), is held on the Friday before graduation. You will find copies of the theses, including creative writing and English honors, written by our students on the bookshelves in 3154 Angell Hall.
CHECKLIST FOR
ENGLISH HONORS CONCENTRATORS

General Requirements for English Concentrators:

Prerequisites:

English 297 (Intro to Poetry) _________
English 298 (Intro to Lit Studies)_________

Concentration requirements:

Pre-1600: English_________
Pre-1830: English_________
Pre-1830 American Lit: English_________
New Traditions: English_________

Electives:

English_____ _______
English_____ _______
English_____ _______
English_____ _______

Special Honors Program Requirements:

Theory course (English 390 or 490):

English_______ ________

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Senior Year Fall English 495: __________
Senior Year Winter English 496 __________
(Honors thesis course)

Two (2) Honors seminars
(select from the following):
  English 497 __________
  English 497 __________
  Honors English 450 __________
  Honors English 451 __________

**Total credits:** ______

__________ Upper Level Writing Requirement (completion of the thesis fulfills this requirement)
__________ Overall 3.5 G.P.A. in concentration
__________ At least 27 credits at the 3/400 level
__________ No more than one creative/expository writing courses may count towards the 27 3/400 level credits. These courses include English 323, 324, 325, 329, 340, 423, 424, 425, 426, 427, 428 or any transferred writing course.

**NOTE:** A single course can fulfill two program requirements (Pre-1600, Pre-1830, American Literature, NT). However, you must have three courses in Pre-1830 literature, at least one of which must focus on literature written before 1600. If you are using a single class to fulfill more than one requirement, be sure to count the credits only once in the worksheet above. Look for an up to date listing of “Courses Fulfilling Concentration Requirements” on our website. Applications for the Honors Program are available outside of the English Department in 3187 Angell Hall.

For further information: Contact Prof. Adela Pinch, Interim Director of the English Honors Program or talk to the undergraduate staff in 3187 Angell Hall. For students admitted to the Honors program, there is a detailed, separate handbook that describes all aspects of the program.

C) *The Creative Writing Subconcentration*
English concentrators in their junior year who wish to specialize in the writing of poetry or fiction may apply to the Creative Writing Subconcentration. Students who are accepted into the program will have the opportunity to take the undergraduate creative writing courses in sequence culminating with English 428, a combination workshop/thesis tutorial in which the student assembles a major manuscript under the supervision of a creative writing faculty member.
Students wishing to fulfill the subconcentration in creative writing must satisfactorily complete a total of 33 upper level credits in English, including both the requirements for the regular English program and the special Creative Writing Subconcentration requirements. The courses required for the concentration in the regular English Program are the two prerequisites (English 297 and 298) and a total of 27 upper level English credits, including one course in Pre-1600 literature, two Pre-1830 courses, one New Traditions course, one American Literature course and upper level elective courses. For the subconcentration, students are required to enroll in English: 323 (Fiction) or 324 (Poetry), Creative Writing; English: 423 (Fiction) or 424 (Poetry) Creative Writing and English 428: Senior Writing Tutorial. Of these courses, 3 credits count as elective credit toward the regular English degree requirement of 27 upper level credits, and 6 credits count toward the Creative Writing requirement of 33 credits, for a total of 9 credits in Creative Writing at the 300 or 400 level. Although students will receive university credit for other writing courses (such as repeated enrollment in 323, 423, or 324, 424), these courses will not count toward the English concentration or the Creative Writing subconcentration.

The upper-level creative writing courses (with the exception of English 428) are available as well to students who are not creative writing subconcentrators.

If you decide to focus on the writing subconcentration you can best prepare yourself by taking writing courses at the 200 level, for example English 223 (writing of fiction, poetry, drama) or 227 (beginning playwriting). You then apply to the Creative Writing program and, if accepted, enter a sequence of writing courses at the 300 and 400 levels.

We recommend that you start a portfolio of your writing early on in college so that you can demonstrate your excellence in writing when submitting your application to the subconcentration. Include a variety of writing, from poems to prose so that your application shows versatility and competence. Acceptance into the subconcentration is based on a committee's evaluation of your writing.

Admission is generally small and highly selective. Admission takes place in the Winter term, usually February and is limited to juniors who have taken or are enrolled in English 323. Applications may be picked up at 3187 Angell Hall, or downloaded from our webpage: http://www.lsa.umich.edu/english/counseling/downloadforms.html.

Creative Writing Honors Students who have at least a 3.5 GPA in English may apply to the Honors Program after they have been accepted to the Creative Writing subconcentration. Honors will be awarded, as warranted, on the basis of the thesis.

If you have further questions about the Creative Writing subconcentration, please contact Keith Taylor, Director of the Creative Writing Program via e-mail at keitay@umich.edu.
CHECKLIST FOR CREATIVE WRITING SUBCONCENTRATORS

Prerequisites:

English 297 (Intro to Poetry) ______
English 298 (Intro to Lit Studies) ______

Creative Writing prerequisites:

English 223 ______

Concentration requirements:

Pre-1600 ______
Pre-1830 ______
Pre-1830 ______
American Literature ______
New Traditions ______

*Electives:

Must be at the 3/400 level ______

Creative Writing Subconcentration Requirements:

English 323/324 ______
English 423/424 ______
** English 428 ______

Total Credits: Must have a minimum of 27 credits at the 3/400 level to graduate with a BA in English; students electing the subconcentration will have a minimum of 33 credits.

*Note: The number of elective courses is contingent upon however many credits you have remaining to meet the minimum 27 credits at the 3/400 level.

**Note: These courses (and others in the department) will fulfill the upper level writing requirement for the College.

At the beginning of every semester, the Department publishes a list of courses fulfilling concentration and upper-level writing requirements to help you in selecting courses. You can find the list on the departmental website, (www.lsa.umich.edu/english) or a hard copy on the information rack outside of 3187 Angell Hall.

For further information, please contact: Keith Taylor, Director, Creative Writing Program
4179 AH, 647-7693, keitay@umich.edu
D) Obtaining a teaching certificate
Many believe there is no greater challenge than the responsibility imposed by the profession of teacher, and no greater joy than helping provide the tools and standards by which others live. The following information is intended only as a summary. Please obtain complete information on requirements and procedures for certification from the School of Education Office of Student Services (1033 SEB).

The State of Michigan requires teachers in elementary and secondary schools to hold a teaching certificate granted by the State Board of Education. Students usually earn this certificate upon completion of the Teacher Education Program.

If you want to teach at the elementary level (K-8) you enroll in the School of Education for your junior and senior years. In addition to courses in education, including supervised experiences with children, you complete required teaching majors or minors from the following areas: fine arts, language arts, mathematics, science, and social science.

If you want to teach at the secondary level (grades 7-12) you enroll in the School of Education at the beginning of your junior year to complete professional preparation and earn a bachelor's degree in education. Alternatively, you may apply to the Teacher Education Program while remaining enrolled in another unit of the University for your degree work. Whether you remain in LSA or transfer to the School of Education, you must apply for admission to the teaching certificate program. If you intend to remain in LSA, you obtain the application materials from the School of Education (1003 SEB) and if you intend to transfer to the School of Education, you should apply at the Admissions Office (1220 SAB).

Students are encouraged to declare their intention to enroll in the program early, ideally during the sophomore year. The English concentration advisors help you with the English requirements, and the School of Education advisors help you with the Education requirements.

Required courses in English are the same as those for the General Program (see above) with three exceptions:
- 30 credits (rather than 27) but these include the prerequisites (297 and 298)
- A language course (305)
- A composition course (SWC 300 or 430)

Required courses in Education are as follows:
- 28 credits, half of which are devoted to student teaching and the accompanying seminar: Education 302 (12 credits) and Education 304 (2 credits).
- Education 391 (3 credits) Educational Psychology
- Education 392 (3 credits) Education in a Multicultural Society
- Education 402 or equivalent (3 credits) Teaching of Reading and Writing in the Content areas
- Education D-440 (3 credits) The Teaching of English (Note: this course in methodology must be elected under Education rather than under English 489 unless you have another methods course in your minor.
- Education 307 (2 credits) Practicum in Teaching Methods (This course accompanies Education D-440 and involves observing and tutoring in a local school)
ENGLISH REQUIREMENTS FOR TEACHING CERTIFICATION

Prerequisites:

Credits

English 297 (Intro to Poetry) 
English 298 (Intro to Literary Studies) 

Concentration requirements:

*Pre-1600: English 
*Pre-1830: English 
Pre-1830: English 
American Literature: English 
New Traditions: English 
Language course: English (typically English 305) 
Composition course: Sweetland Writing Center Course 300 OR 430 

Electives:

English 
English 

Total credits: 

Upper-Level Writing Requirement (required of LS&A students, but not required in the School of Education) 
Overall 2.5 G.P.A. in concentration 
30 total credits, including prerequisites 

The required composition course (SWC 300 OR 430) serves as the one creative or expository writing course English concentrators may count toward fulfilling program requirements in LS&A.

NOTE: A single course can fulfill two program requirements (Pre-1600, Pre-1830, American Literature, NT). However, you must have three courses in Pre-1830 literature, at least one of which must focus on literature written before 1600. If you , at least one of which must focus on literature written before 1600. If you
are using a single class to fulfill more than one requirement, be sure to count the credits only **once** in the worksheet below.

* English 367 (Shakespeare’s Principal Plays) and 350 (Literature in English to 1660) are recommended for students in the English/Education program. These

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**Secondary Teacher Education Program**

**Course Sequence**

for students beginning the professional sequence Fall 2001 & thereafter

<table>
<thead>
<tr>
<th>Sequence A</th>
<th><strong>English, social studies, math, science, foreign language, music, library science, dance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
</tr>
<tr>
<td>Practicum One/ED 307 (2) (or alternative field experience in home dept.)</td>
<td>Practicum Two/ED 307 (2)</td>
</tr>
<tr>
<td>ED 392 (3)</td>
<td>ED 402 (3)</td>
</tr>
<tr>
<td><strong>Student Teaching/ED 302 (10)</strong></td>
<td><strong>Student Teaching Seminar/ED 304 (4)</strong></td>
</tr>
<tr>
<td>8 credits</td>
<td>8 credits</td>
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<td>14 credits = 26</td>
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<tr>
<th>Sequence B</th>
<th><strong>English, social studies, physical education, music</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Winter</strong></td>
</tr>
<tr>
<td>Practicum One/ED 307 (2) (or alternative field experience in home dept.)</td>
<td>Practicum Two/ED 307 (2)</td>
</tr>
<tr>
<td>ED 392 (3)</td>
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<td>8 credits</td>
<td>8 credits</td>
</tr>
<tr>
<td>14 credits = 26</td>
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</table>

* Music, library, dance majors confer with both major area and SOE advisors re: sequence.
courses will fulfill either the Pre-1600 or the Pre-1830 requirements for the major.
Student teaching is normally done the last or the next to last semester before graduation.
Education 391, 392, D-440 and Education 307 are prerequisites to student teaching.

E) A double major
Some students expand their educational opportunities by taking a double major. An English concentration complements a concentration in Economics, Psychology, Political Science, History, Film and Video, Theatre, Women's Studies, Communications, Philosophy and any one of the foreign language degrees.

Then there are the more rare combinations, such as Physics and English, or Math and English. Students who do these double majors generally find the possibility attractive because they do not want to have to decide between two strong interests.

Students who want both majors to appear on their transcript should have a Concentration Declaration form filled out by both departments. The senior audit must be done separately in each department.

NOTE: When courses are cross-listed, the student majoring in both disciplines can elect the course under either Department. For instance, if a student is double-majoring in English and Women's Studies, and elects Women's Studies 315, credit can still apply towards English because English 315 is cross-listed with Women's Studies 315.

VI. UNDERSTANDING COURSE OFFERINGS

The yearly LSA Bulletin lists all of the department's courses, while the LS&A Course Guide gives you detailed descriptions of courses being offered in any particular semester. Not every course listed in the Bulletin is offered every semester. The descriptions in the Course Guide also tell you what requirements that particular section fulfills. We recommend you check the online version for the most up-to-date information when considering which courses you want to take.

We also suggest you take required courses earlier rather than later. These courses are designed to give you an overview of English studies. After taking required courses you can choose electives that best match your talents and interests.

A) Introductory courses
100 and 200-level courses are designed to introduce you to studies in literature and language. As you already know, a writing course like English 124 or 125 is mandatory. 200-level courses are especially valuable since they provide you with a solid introduction to different approaches to literature in a variety of interesting ways. Many of them, being small classes, allow you to participate fully in discussions and get to know the professor and the other students.
English 297 (Introduction to Poetry) and English 298 (Intro to Literary Studies) are required for English concentrators. Additionally, we recommend that you consider the following 200-level courses because they are ideal stepping-stones to the upper-level 300 and 400 courses. As you can see with the selection we list below, they focus either on writing or literature: Note: Once you declare a major in English your Humanities credit must come from another department.
**Introductory Writing Courses**
English 223: Introductory Creative Writing
English 225: Academic Argumentation
English 227: Introductory Playwriting
English 229: Technical Writing

**Introductory Literature Courses**
English 140: First-Year Seminar on Language and Literature
English 217: Literature Seminar
English 230: Introduction to Short Story and Novel
English 235: Intro to Autobiography
English 245: Introduction to Drama and Theatre
English 267: Introduction to Shakespeare
English 270: Introduction to American Literature
English 274: Introduction to Afro-American Literature
English 280: Thematic Approaches to Literature
English 285: Introduction to Twentieth-Century Lit.
English 297: Introduction to Poetry
English 298: Introduction to Literary Studies

**B) Historical approaches**
Some upper level courses are designed to give you an idea of the breadth and development of literature across a century or more, as opposed to a focus on one author or one topic. These courses give you a frame of reference, a sense of the variety, sweep and changing traditions of literature. We think it makes sense for students to understand the society and culture in which a literary work is written and to develop an awareness of the continuity of influence as authors imitate, transform, or repudiate what has been written before them.

First, two sets of survey courses form a sequence and cover a broad expanse of time. They are:
English 350: Literature in English to 1660
English 351: Literature in English after 1660
These two courses are set up as a historical sequence so you can survey the literature from its beginnings up to the present. The class is conducted as a lecture, with small discussion groups meeting separately each week.

For a more concentrated and specific study (and smaller in size) you could choose from this historical sequence of survey courses. These three courses take you through various topics in their time periods in order to help you gain an understanding of the most important issues of the day.

450-Studies in Medieval and Renaissance Literature
451-Studies in Literature, 1600-1830
452-Studies in Literature, 1830-Present
Other survey courses are:
English 443: History of Theatre I
English 444: History of Theatre II
These two courses give you an understanding of the history of the theatre from its beginnings up to the modern era.

C) Specific time periods
In addition to the 350, 351, 352 and the 450 and 451 sequence, there are a number of courses that deal with specific literary periods, such as Romantic Poetry, or Jacobean Drama.

**Early literature**
English 367: Shakespeare's Principal Plays
English 368: Shakespeare and his Contemporaries
English 445: Shakespeare’s Rivals
English 449: Medieval Drama
English 455: Medieval English Literature
English 459: English Neoclassical Literature
English 467: Topics in Shakespeare

**Eighteenth-century literature**
English 360: The Rise of the Novel
English 459: English Neoclassical Literature

**Nineteenth-century literature**
English 431: The Victorian Novel
English 461: English Romantic Literature
English 462: Victorian Literature
English 463: Modern British Literature
English 471: Nineteenth-Century American Literature

**Twentieth-century literature**
English 362: The American Novel
English 363: The Modern Novel
English 364: The Contemporary Novel
English 440: Modern Poetry
English 441: Contemporary Poetry
English 446: Studies in Performance Studies
English 447: Modern Drama
English 448: Contemporary Drama
English 472: Twentieth-Century American Literature
English 478: Contemporary Afro-American Literature

D) Linguistic approaches
These courses focus on the development of the English language, its variations in different times, places, and contexts. The courses address such matters as the study of dialect, professional jargon, phonetics or linguistics.
English 305: Introduction to the English Language
English 308: History of the English Language
English 309: American English
English 406: Modern English Grammar
English 408: Varieties of English
English 409: Old English
English 410: Middle English

E) Special topics, themes and authors
These courses enable students to focus on a particular genre such as the novel; or a specific period, such as Victorian literature; or on an individual author. Other courses are designed to allow students to explore certain cultural concerns or issues of criticism.

Studies in Autobiography
English 335: Autobiography
English 435: Studies in Autobiography

Criticism and Theory
English 390: Topics of Literary Criticism and Theory
English 490: History of Literary Criticism and Theory

English 445: Shakespeare's Rivals
English 446: Performance Studies
English 447: Modern Drama
English 448: Contemporary Drama
English 449: American Theatre and Drama

Ethnic Literatures
English 373: Literature of the Americas
English 375: World Literatures in English
English 379: Literature in Afro-American Culture
English 381: Asian American Literature
English 382: Native American Literature
English 383: Topics in Jewish Literature
English 384: Caribbean Literature
English 385: African Literature
English 386: Irish Literature
English 387: Latino/Latina Literature of the U.S.
English 388: Pacific Literary and Cultural Studies
English 475: Studies in World Literature in English
English 477: Early Afro-American Literature
English 478: Contemporary Afro-American Literature
English 479: Topics in Afro-American Literature
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<tr>
<th><strong>Film</strong></th>
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<tbody>
<tr>
<td>English 411: Art of the Film</td>
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<td>English 330: Major Directors</td>
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<td>English 331: Film Genres and Types</td>
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<tr>
<th><strong>Gender</strong></th>
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<tr>
<td>English 315: Women and Literature</td>
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<td>English 414: Studies in Gender/Sexuality</td>
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<td>English 415 Studies in Women and Literature</td>
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<tr>
<th><strong>Individual authors</strong></th>
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<tbody>
<tr>
<td>English 367: Shakespeare's Principal Plays</td>
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<tr>
<td>English 368: Shakespeare and his Contemporaries</td>
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<tr>
<td>English 464: Studies in Individual Authors</td>
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<td>English 465: Chaucer: The Canterbury Tales</td>
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<td>English 467: Topics in Shakespeare</td>
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<td>English 469: Milton</td>
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<tr>
<th><strong>Poetry</strong></th>
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<tr>
<td>English 340: Reading and Writing Poetry</td>
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<td>English 440: Modern Poetry</td>
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<td>English 441: Contemporary Poetry</td>
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<td>English 442: Studies in Poetry</td>
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<tr>
<th><strong>Performance Studies</strong></th>
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<tr>
<td>English 346: Performance Studies</td>
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<td>English 446: Studies in Performance</td>
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<tr>
<th><strong>Special topics</strong></th>
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<tbody>
<tr>
<td>English 310: Discourse and Society</td>
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<tr>
<td>English 313: Topics in Literary Studies</td>
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<tr>
<td>English 317: Literature and Culture</td>
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<tr>
<td>English 318: Genre Studies</td>
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<tr>
<td>English 319: Literature and Social Change</td>
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<td>English 341: Fantasy</td>
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<td>English 342: Science Fiction</td>
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<td>English 401: The English Bible</td>
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<tr>
<td>English 417: Seminar in English Language and Literature</td>
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<tr>
<td>English 420: The Humanities and Technology</td>
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<td>English 432: American Novel</td>
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<td>English 473: Topics in American Literature</td>
</tr>
<tr>
<td>English 482: Special Topics in Language and Literature (1 credit)</td>
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<tr>
<td>English 483: Great Works of Literature</td>
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</tbody>
</table>
F) Writing courses
The following courses offer you the chance to develop your writing and to try different kinds of writing such as poetry, fiction, plays, and essays. The courses range from creative writing to argumentative writing to professional and practical kinds of writing.

English 323: Advanced Creative Writing in Fiction
English 324: Advanced Creative Writing in Poetry
English 325: The Art of the Essay Writing
English 326: Community Writing
English 327: Playwriting
English 328: Writing and the Environment
English 398: Junior Seminar in English Studies (meets ULWR-replaced 417 Senior Seminar)
English 405: Theories of Writing
English 423: The Writing of Fiction
English 424: The Writing of Poetry
English 425: Advanced Essay Writing
English 427: Advanced Playwriting
English 428: Senior Writing Tutorial

The above categories are broad, and to some degree arbitrary. We hope, however, that they will permit you to design your own English degree with some sense of plan and direction.

VII. TAKING COURSES IN OTHER CONTEXTS

There are other options for taking English courses that many students like to consider. They are as follows:

A) Courses in other departments
Why take a course in another department?
The study of English Literature is related to many fields, and we encourage you to use your college distribution credits and general credits to try courses in departments throughout LSA. And since English concentrators cannot count English courses towards Humanities distribution, it is worth thinking about related courses that would enhance your focus.

We especially recommend courses in History, Philosophy, Classical Civilization, Theatre and Drama, Comparative Literature, MEMS (Medieval and Early Modern Studies), History of Art, as well as courses in the literature of non-English languages, American Culture, Women’s Studies, and African-American Studies. Although you will not receive English credit for these courses if you are an English major, you can augment your intellectual background dramatically by carefully choosing courses from other departments.

Once your English concentration is declared you cannot use previous English electives toward your Humanities distribution requirements even though they will count towards your overall graduation credit. Students will often take more than the required courses, but no more than 60 credits in a concentration may be counted toward the 120 for the degree.
B) Cross-listed courses

Can I get English credit for courses that are cross-listed with the English Department? Yes. You get English credits as an English concentrator, but you cannot use a cross-listed course for both English credit and college distribution. If you are getting a double major, and the cross-listed course satisfies requirements for both majors, you count the credit towards each major.

These cross-listed courses allow students of different disciplines to share a classroom, bring various perspectives to a single topic, and widen their appreciation of English studies.

Below is a list of the cross-listed courses we currently offer. Please check the Bulletin for complete listings. Courses at the 300 and 400-level count towards your 27 upper level credits.

Eng 227/Theatre 227
Introduction to Playwriting

Eng 229/LHSP 229
Technical Writing

Eng 245/RC Humanities/Theatre 211
Introduction to Drama and Theatre

Eng 274/CAAS 274
Introduction to Afro-American Literature

Eng 315/Women's Studies 315
Women and Literature

Eng 379/CAAS 338
Literature in Afro-American Culture

Eng 327/Theatre 327
Playwriting

Eng 330/ SAC 330
Major Directors

Eng 331/ SAC 331
Film Genres and Types

English 349/ ThtreMus 323
American Theater and Drama

English 350/ MEMS 350
Literature in English to 1600

English 367/ MEMS 367
Shakespeare’s Principal Plays
English 368/ MEMS 368
Shakespeare and his Contemporaries

Eng 381/ Amer. Cult. 324
Asian American Literature

Eng 382/Amer. Cult. 328
Native American Literature

Eng 384/CAAS 384/Amer. Cult. 406
Caribbean Literature

Eng 385/CAAS 385
African Literature

Eng 387/American Culture 327
Latino/a Literature of the U.S.

Eng 388/ American Culture 325
Pacific Literary and Cultural Studies

Eng 401/Rel.481
The English Bible: Its Literary Aspects and Influences.

Eng 406/Ling.406
Modern English Grammar.

Eng 408/Ling.408
Varieties of English

English 415/ WS 414
Studies in Women Literature

Eng 427/Theatre 427
Advanced Playwriting

Eng 443/Theatre 321
History of Theatre I

Eng 444/Theatre 322
History of Theatre II

Eng 457/ MEMS 457
Renaissance English Literature

Eng 465/ MEMS 465
Chaucer: The Canterbury Tales
C) Study abroad
Can I take courses in the U.S. or abroad that would count towards my concentration credits?
Yes. You can study abroad or in the U.S. and transfer the credits to your concentration. Do not assume, however, that an English course you take elsewhere will automatically apply to your concentration. You can take the following steps to determine whether the credits will transfer:

Try to study abroad through one of the universities affiliated with the UM. See the Office of International Programs in the Michigan Union.
Before leaving UM, obtain as much information as possible about the course you want to take.
Take the information to the Credit Evaluators (Student Activities Building) who can tell you whether they think the credits will transfer and at what level (upper or lower). They can't make guarantees because they must wait for the official transcript, but they generally have a sense of what transfers.

Petition the Department. Subject to approval by the Undergraduate Administrator of each student's petition, a maximum of 12 transfer credits may be accepted, with no more than one course being used to satisfy any of the program requirements (i.e. Pre-1600, Pre-1830, etc.). This includes any previous transfers at the 3-400 level into this concentration. You can pick up the Student Petition Form at 3187 Angell Hall, or email Katherine Teasdale directly at: kjteas@umich.edu and include your request and a descriptions of the course(s) you’re planning on transferring into the program. It is a good idea to get preliminary approval by the department before you leave.

D) The New England Literature Program
The New England Literature Program (NELP) is an academic program that takes place in a New England summer camp. For six and a half weeks, 40 students and 12 staff live and work closely together, reading New England authors, writing, hiking, climbing mountains and exploring the Maine countryside, its people, culture, and history. Departure from Michigan is in the beginning of May.

NELP students can earn 8 credits. Although the academic work and other activities are integrated at NELP, the credits appear on transcripts divided into three separate courses:
English 473 (3 credits) Topics in American Literature
English 317 (2 credits) Literature and Culture
English 328 (3 credits) Writing and the Environment
NOTE: English 473 fulfills the American Literature requirement. You may take English 328 and then register for one more writing course following NELP. 328 at NELP does not count toward the one allowed creative/expository writing course toward the major.
All University of Michigan students are eligible to apply for NELP. The informational meeting is always held in November, and applications are due early in January.

The cost varies, but includes tuition, food, lodging, transportation, and textbooks. Financial aid is available if you apply and qualify.
Pick up a detailed brochure on NELP at the informational meeting or from the literature racks outside the Department of English. See also the section on NELP on the English Department website: http://www.lsa.umich.edu/english

E) Independent study
As a privilege for students who have displayed academic excellence and who can show appropriate preparation in courses previously taken, the English Department offers course credit for independent study. Independent studies are an opportunity for highly motivated and capable students to pursue a rigorous course of study not accommodated elsewhere in the Department.

An Independent Study requires some careful planning. You write a proposal that must be approved by a full-time member of the faculty who will serve as your faculty mentor, and by the Undergraduate Administrator. Ideally you should consult with your mentor during the semester before the proposed independent study in order to develop a feasible course of study not already offered by the Department.

You need to design a syllabus that reflects the work involved in a regular course. A 3 credit independent study should involve at least one hour of student-faculty contact plus an additional 8 hours of work per week. It is also possible to elect 2, or 4, credit hours with appropriate changes in your workload. Since you will be asking a professor to donate a great deal of time and effort, you should be similarly committed to the course of study.

Professors do not normally supervise independent studies during terms when they are on leave, nor do they supervise them in areas that fall outside of their area of specialization, or in areas in which there are regular course offerings.

A limit of 6 independent study credits may be accumulated in the English Department. An Independent Study does not fulfill College distribution or Department program requirements.

To apply, pick up an Independent Study application from 3187 Angell Hall. One section of the form must be completed by your faculty advisor, so be sure to give him or her adequate time to complete this task. The exact deadlines for proposals vary from term to term, but normally fall within the first two weeks of classes. Deadlines are printed on the application form. The Undergraduate Office will notify you of the Undergraduate Administrator’s decision on your proposal, and if approval is granted, an electronic override will be issued.

F) Internships
The English Department believes that English is one of the most versatile concentrations you can choose as an undergraduate at Michigan. We understand, too, that a number of our concentrators receive opportunities to work in various internship placements, especially over the summer months, putting their skills as writers and speakers to work in placements outside the classroom. Most businesses and organizations that allow internships require that the students receive some academic credit for their work (the students are not hired as regular employees of the company), and the English Department is pleased to offer students one upper-level credit that can be counted toward an English concentration. The stipulations and requirements are as follows:
You must be a declared English concentrator, and you cannot receive more than one credit for an internship. This credit counts as elective credit; it cannot be used to fulfill the Department’s program requirements. You must apply for the internship at least three weeks before beginning your internship, and to receive credit you register for English 321 in the term following your internship (this is typically done in the fall following spring or summer internship work). You are also required to submit a brief (circa 5 pp.) essay describing the kind of work you performed in your internship and talking a bit about what that work meant to you. You should also include contact information for your internship, along with any samples of your work. We ask that, when you have completed your internship, the organization for which you interned also submit a brief letter to the Department describing your work. Lastly, we ask that your supervisor write a letter of recommendation for you to be placed in your credentials file if you so choose.

We are compiling a library of successful internship placements. If it is appropriate, we will contact the organization for which you did your internship to ask them if they would be willing to accept other interns from our department on a case-by-case basis. You may pick up an application form for internship credit at the main office of the English Department, 3187 Angell Hall.

G) Repeating courses for credit
Some of the English courses carry general titles under which varied topics may be offered. If you want to take a different topic under the same course number, you can take the course again for credit if you get departmental permission. There is a form to fill out that you turn in within the first two weeks of class. Refer to your LS&A Bulletin for a list of courses that cannot be taken more than once for credit.

*Note*: You cannot take the same course twice to get a better grade.

VIII. PREPARING TO GRADUATE

A) Checking degree requirements: The Senior Audit
As you near completion of your requirements, you should take the following steps, ideally in the next to last semester:

1) Senior audit
Make an appointment with your concentration advisor so you can double-check your transcript to make sure you have fulfilled your concentration requirements. This senior audit authorizes the university to issue your diploma. It is very important to make this appointment early in the fall term of your senior year so that you have time to take courses you may need to graduate.

2) LSA audit
Make an appointment to see a general advisor in LSA to check your distribution requirements, and confirm that you have your 120 graduation credits.

If you plan to be studying away from the University your last semester, you can still do a senior audit before you go. You can also request an audit by contacting your advisor.

*NOTE*: You can still take part in the May graduation ceremonies even though you may be a few credits shy of your 120 total, or missing an English course. The University allows you to complete coursework
over a spring and/or summer term. A similar grace period exists for students graduating in August and December. NOTE: you can apply for graduation online at: https://wolverineaccess.umich.edu/index.jsp

B) Thinking about the future
You may be getting advice from lots of people about your options after graduation, but if you still want more, check out the Career Center offices in the Student Activities Building. They have information about graduate schools, careers, how to write resumes, how to prepare for interviews, and much more. Also, remember that faculty in our department can advise on career options and graduate schools, as well as our academic advisors.

Every year, the English department, the Undergraduate English Association, and Career Center hold various forums on professions and further schooling possibilities for which your English concentration has prepared you. These forums are well attended and have met with very favorable reviews from undergraduates. They are advertised on email and on the department's web page and on Course Tools: UG English Information. We urge you to attend as many of these forums as possible.

The English Department has available a booklet called "Planning Your Future with an English Degree" which contains accumulated wisdom and tips about finding a job, as well as making the most of university resources before you leave.

PART II: OTHER PERTINENT INFORMATION

I. GETTING TO KNOW THE FACULTY AND STAFF

The English Department has 110 faculty and about 800+ English concentrators. Given our size it is not always easy to get to know one another. We assure you, however, that faculty are eager to know you, so consider some of the following suggestions:

- Visit faculty during office hours, not only when you have a problem but also when you both share a particular literary interest.
- Attend lectures and readings arranged by the department. Besides giving you food for thought, they give you a chance to discuss related ideas with faculty.
- Make yourself known in class by participating actively in discussions.
- Use e-mail to talk to faculty.
- Familiarize yourself with the Undergraduate Office and staff.
- Join the Undergraduate English Association (UEA), where you get to know other English majors who can share their knowledge and classroom experience with you.
- Invite your favorite faculty member for a cup of coffee, a stroll across the diag, even to one of your social functions.

You will find faculty office hours posted across the hall from the main office (in 3187 Angell Hall) and on the Department website every semester. Some faculty may be off campus with other teaching responsibilities for a semester or year, so check with the Undergraduate Office if you can't find the person you're looking for.

A) The faculty
The English Department updates a Faculty Interest Booklet each year, listing the primary interests and publications of our faculty. Please come to the department office or check the department World Wide Web site (http://www.lsa.umich.edu/english/faculty/fib01.html) for a copy of the latest version of this resource. Professors are generally very happy to talk with students who share their interests.

B) The staff
The staff in the English Undergraduate Office (3187 Angell Hall) are available to help you with questions about courses, schedules, and similar issues.

The Undergraduate Administrator, Katherine Teasdale, assists the Undergraduate Chair with curriculum decisions and course scheduling, addresses questions about classes, reviews petitions, and provides academic advising.

The Undergraduate Student Services Assistants, Jennifer Catey and Karena Huff, provide information to students, staff, and parents about English Department programs and policies, handles application deadlines for undergraduate programs and provides information pertaining to the undergraduate experience.

To make an appointment with our Academic Advisors: Aaron McCollough and Katherine Teasdale, please go to http://www.lsa.umich.edu/english/ and click on Academic Advising.

The office is open from 8:00am to 5:00pm weekdays during the academic year.

II. SOCIAL LIFE AS AN ENGLISH CONCENTRATOR

A) The Undergraduate English Association
The Undergraduate English Association is a faculty supported student organization for English majors or other students with an interest in fiction and poetry.

The UEA meets about twice a month to share news and information, to discuss fiction and poetry, to attend plays, readings, and movies together, and to provide help and advice to newcomers. It also provides peer counseling -- a great opportunity to seek advice from other English concentrators. If you are interested, just leave your name and phone in the UEA representative's mailbox in 3161 Angell Hall, or email uea@umich.edu. Within the UEA there are writing opportunities for “Fortnight,” a collection of stories, poetry, and art by students, and “Xylem,” a yearly student publication.

B) Career Panels
The English Department and the UEA sponsors alumni evenings from time to time to encourage students to hear first hand about the range of career opportunities open to English majors. These
evenings are very informal and provide students with a chance to talk with alumni about their careers and the process of finding employment.

C) Special events
The English department sponsors a variety of lectures and poetry readings that provide exciting out-of-class opportunities for students to learn and listen to a number of well-known speakers and writers. Please look up our Calendar of Events” online at http://www.lsa.umich.edu/english/.

Check The Michigan Daily and the English Department’s online calendar (http://www.lsa.umich.edu/english/calendar/calendar.htm) for such announcements, as well as postings in the department. Also, the Undergraduate Studies Office has a Course Tools site where all of our events and information are posted at: UG English Info.

D) Undergraduate Office
The undergraduate office is open 8:00-5:00 weekdays. Katherine Teasdale, the Undergraduate Administrator, and Jennifer and Karena Huff, the Undergraduate Student Services Assistants, are happy to answer your questions. You will find all of the forms you need in this office, as well as information on courses, early pre-registration listings of courses, information about professors’ interests, and other useful handouts. Please make it a point to visit the office when you have a spare moment. We are here to help you.

III. APPLYING FOR SCHOLARSHIPS AND FINANCIAL AID

Although the English Department itself does not offer scholarships, we encourage you to think about the following possibilities:

A) The Van Boven Scholarship
The Van Boven Scholarship is offered annually to an English concentrator who has had to overcome extraordinary adversity in order to continue making progress toward the degree. The award includes a cash prize of $1250. Academic achievement may be considered, but shall not be the sole criterion for the award. Candidates must be nominated by a faculty member, who must submit a letter describing the kind of adversity the student has overcome.

B) Hopwood Awards
Under the terms of the will of Avery Hopwood, prominent American dramatist and member of the class of 1905 of the University of Michigan, one-fifth of Mr. Hopwood’s estate was given to the Regents of the University for the encouragement of creative work in writing. The Hopwood Program is proud to offer approximately $120,000 in Hopwood and other prizes every year to young aspiring writers at the University of Michigan.

Not only does extra money come in handy, but awards and scholarships say a lot about you as a talented and hard-working student. They look good on your resume. Perhaps best of all, they give you the reward of having your work recognized in academia. Below is a list of the contests held by the Hopwood Program with a brief description of eligibility and prizes offered:
The Graduate and Undergraduate Hopwood Contest include five fields of awards: drama, screenplay, fiction, poetry, and essay (any form of nonfiction prose). The novel, drama, and screenplay divisions are combined categories, for both graduate and undergraduates. The awards for this contest vary but usually fall in the range of $1,500 to $9,000.

The Hopwood Award Theodore Roethke prize an award of $5,000 to the best long poem or poetic sequence written by an undergraduate or graduate student.

Summer Hopwood Contest
This contest is only open to students who take writing courses during Spring and Summer terms.

Hopwood Underclassmen Contest
This contest is open to first year students and sophomores who are enrolled, or have been enrolled, in writing courses. Prizes are in the genres of nonfiction, fiction, and poetry.

The Hopwood Committee also administers three fellowship competitions and five poetry contests, sponsored by the Department of English:

The Roy W. Cowden Memorial Fellowship
This award is based on demonstrated writing talent and financial need. Prizes range from $1,000 to $2,500. The competition is open to undergraduates ONLY.

The Kasdan Scholarship in Creative Writing This is a tuition award of $6,500 made on the basis of financial need and promise in the writing of screenplays, drama, and fiction. Open to sophomores, juniors, and seniors only.

The Arthur Miller Award of the University of Michigan Club of New York Scholarship Fund This award is open to sophomores and juniors who have demonstrated writing talent in the areas of drama, screenplay, fiction, or poetry. The prize is a tuition credit of $2,000 to be used during the following year.

The Bain-Swiggett Prize
The best poem in traditional form by an undergraduate University of Michigan student is awarded $550. "Traditional form" has been interpreted to mean metered, but not necessarily rhymed verse.

The Michael R. Gutterman Awards
This award is a memorial to the son of Mr. and Mrs. E. Gutterman, and their terms stipulate that the winning poems "shall exemplify the new, the unusual, and the radical." The first prize is $500, the second $350.

The Academy of American Poets Award
Two prizes of $100 each are offered by the Academy of American Poets in New York for a poem submitted by a University of Michigan student.

The Jeffrey L. Weisberg Memorial Prize in Freshman Poetry This award is for the best poem submitted by a first year student. First prize is $800 and second prize is $500.

The Marjorie Rapaport Award in Poetry
This award is a gift in memory to her daughter from Mrs. Phyllis Rapaport. The terms of this gift also stipulate that the poems "shall exemplify the new, the unusual, and the radical." $500 for the first prize, $300 for the second.

If you have any questions, or would like more information on any of the contests, please feel free to call Andrea Beauchamp, the Program Associate at 764-6296, or just stop by the Hopwood Room in 1176 Angell Hall. It is open Monday to Friday from 8:30-4:30. Also, take advantage of the weekly teas during the fall and winter terms that the Hopwood Program provides. Students, faculty, and staff are invited for FREE tea, coffee, and cookies.

The Hopwood Room has a lending library of twentieth-century literature, a generous supply of non-circulating current periodicals, some reference books on how to get published, information on graduate and summer writing programs, and a collection of screenplays donated by former Hopwood winner Lawrence Kasdan.

C) Financial aid
The Office of Financial Aid administers financial aid programs, helps students locate financial resources, and assists students with budgeting. Most aid is awarded on the basis of financial need. You are encouraged to take advantage of financial counseling services even if you are not receiving aid. Emergency and/or short-term loans for educationally-related expenses are also available through this office. The Financial Aid office is located at 2011 Student Activities Building, 763-6600.

D) Scholarships
Scholarships for entering undergraduates are awarded through the admissions process. For further information, contact the Office of Financial Aid at (313) 763-4119. LSA Scholarships are awarded to undergraduates who have completed at least one term in LSA. Students must have a high GPA and demonstrate financial need. Contact the Office of Assistant Dean for Student Academic Affairs in 1223 Angell Hall for more information.

E) Other options
CEW (Center for the Education of Women), located at 330 East Liberty (near the corner of East Liberty and South Division) has financial resources for qualified students. Call 998-7210 to get more information.

The Career Center, located in 3200 Student Activities Building probably has information about grants, paid internships, and summer jobs. 734-764-7460
Senior Scholarships: Marshall, Rhodes, and Power: Honors Program students who have high scholastic standing and are interested in post-graduate study in Britain should inquire at the Honors Office in the winter term of their junior year.

Work-study jobs also provide students with an income while they study. For more information, contact the work-study office, 3200 Student Activities Building, or Lewander Davis, Administrative Secretary in the English department. Work-study students generally earn around $7 per hour and work between 6 and 8 hours a week.

IV. PETITIONING FOR SPECIAL CONSIDERATION

What is a petition, and how does it work?
A petition is a request for special consideration for some part of your coursework that does not immediately appear to satisfy current requirements. Students submit petitions in order to receive English credit for courses taken at other universities (either in the U.S. or abroad) or in other University of Michigan departments, or to use a previously unapproved course to satisfy a concentration requirement.

In order to petition the Department, you need to complete a one-page petition form and attach copies (NOT originals, please) of any supporting documents, such as course descriptions, syllabi, or forms from the University's transfer credit evaluators. Petition forms are available in the main office at 3187 Angell Hall and online. You can submit the information electronically to Katherine Teasdale (kjteas@umich.edu), or come in for an appointment to discuss your situation.

Special procedures for transfer credit and study abroad:
Approval by the University: Before the Department can take action on a particular petition for transfer or study abroad credit, the credits must be approved by the University's Credit Evaluators, located in 1220 Student Activities Building. In most cases, the credit evaluators will issue a blue out-of-residence credit form. This form will indicate the department for which credit is being given and whether credit is being granted is upper level (300- and 400-levels). Attach a copy of this form to the petition. Some Course Equivalencies may appear on the Transfer Credit Evaluation Out of Residence Curricular Information at: www.lsa.umich.edu/saa/transfer.

Approval by the Department: Courses which have been accepted for upper-level English credit by the transfer credit evaluators may be used as English elective credit toward the concentration. You may also petition to have these credits approved to fulfill a specific concentration requirement (American Literature, New Traditions, Pre-1830 or Pre-1600 Literature). When you submit your petition, attach copies of any information you may have about the course. If you are petitioning in advance, this would include printed course descriptions and information on the program itself; if you are submitting a petition after you have taken the course, include a copy of the syllabus if possible. Subject to Departmental approval of each student's petition, a maximum of 12 transfer credits may be accepted, with no more than one course being used to satisfy any of the program requirements. This includes any previous transfers at the 3-400 level into this concentration and any other courses that may count as prerequisites.

Some cautionary notes:
The College of LS&A has specific rules about the number of credits that may be transferred toward the degree. Please see the College Bulletin for details.

If possible, you should contact the credit evaluators and the Department about your credit BEFORE you study at another institution. However, in some cases the evaluators will not be able to give a complete answer without syllabi or complete course descriptions, which, for many programs, is not available until you begin the program. In addition, all approvals are tentative until the courses have been completed; neither the University nor the Department can grant credit until the program or University from which you wish to transfer credit has issued a transcript.

English students enrolled in LSA also have the right to petition in relation to any college rule or policy from which they believe they deserve exemption. Such petitions and inquiries about such petitions should be made to the LSA Office of Academic Actions at 1255 Angell Hall.

V. UNDERSTANDING GRADES

Grading reflects an evaluation of your work according to departmental guidelines. Most faculty agree on the criteria for grades although sometimes students think that essay grading is a purely subjective activity for which there are few standards. Responsible grading, however, means you will not be evaluated only on your opinions or effort, but rather on an identifiable set of standards. The descriptions that follow may help you translate the grades you receive from English instructors for your essays. Each instructor will, of course, have his or her own specific set of grading guidelines that are your responsibility to understand.

**E** indicates an unacceptable essay that simply does not address the assignment, is unacceptably late, or is unacceptably shorter than the assigned length. It contains no thesis worth arguing and is poorly constructed.

**D** indicates a weak essay. It may lack a thesis, contain misreadings of texts and plot summaries without adequate analysis, or considerable structural, organization, or grammatical problems.

**C** indicates a satisfactory essay demonstrating a student’s understanding of the text in question. It is an acceptable although not particularly exciting essay. Its argument develops some aspects of the problem posed by the topic, but the topic may be understood in terms that are too broad or insufficiently complex. The essay may contain technical problems in organization or expression, and the thesis may be inadequately developed.

**B** indicates a good essay that addresses a particularly interesting and challenging problem and explores it in a well-organized, technically competent manner. It uses intelligent argument and judicious reference in support of a clear, complex thesis.

**A** indicates an excellent essay. The writer takes intellectual risks and has articulated exceptionally well-conceived ideas in lucid prose. The essay exhibits a thesis rich enough to lend itself to interesting development and support, understands in detail both the text and the problem posed by the topic, shows command of organizational and technical skills such as sentence- and paragraph- composition, and uses a Works Cited where appropriate.
Note: A student must achieve at least a grade of C- in order for the class to be counted toward the English concentration.

VI: PLAGIARISM

Please read this section in its entirety. It constitutes a warning, and the fact of its wide dissemination will make any assertions of ignorance less convincing in the future.

Instances of plagiarism:

1. Does not properly attribute words or ideas to a source. That is, even if you’re not quoting directly from a book you’ve read on “Macbeth” – a book that’s helped you formulate ideas for your paper – you should nevertheless footnote that book at the point in the text where that other author’s ideas helped shape your own essay. It is also important, if you’ve had a conversation with a peer or a professor who has helped you substantially in establishing your ideas on a given text, that you cite that conversation at the appropriate point in your essay. (e.g. “My ideas about Macbeth derive in part from a conversation with Professor Jones.” – the citation can be more specific than this, depending on the level of detailed assistance you received.)

The point that even ideas should receive citation raises some alarm among students since, of course, virtually all of our ideas might be said to grow out of conversations with others. Whether citation in a given instance is required is something that you will each have to decide on a case-by-case basis. The phrase I used in the preceding paragraph – “helped you substantially” – suggests that, if pivotal / key / crucial terms or turns in your argument derive to a significant extent from a conversation with a colleague or a point made in class, you should cite that conversation or class. If you look in the “Acknowledgements” section of almost any academic book (or in the footnotes of many academic articles), you will find models for occasions when this kind of citation if required. Acknowledgements sections themselves signal that our ideas grow from our work within a community. To fail to acknowledge the context for our ideas is in part to weaken that community.

2. Quotes from another author’s writing without citing that author’s work. This, of course, includes failing to cite material you take from the World Wide Web, as well as copying material from library books or your peer’s papers.

3. Cites, with quotation marks, portions of another author’s work, but uses more of that work without quotation marks and without attribution. This instance is the most common kind of plagiarism.

A student essay quotes, say, four or five words from a World Wide Web page (or an essay in a printed collection) on W. B. Yeats and cites them. That same essay contains other sentences that lift material directly from the Web page, but the student does not surround that quoted material with quotation marks nor does s/he give the citation at the end of his/her sentence. Note that if you’re taking material from a source and rehashing it slightly, but not giving a citation for that rephrased material, you’re still plagiarizing the work you’re representing as your own – the ideas, the arguments derives in fact from another’s writing. If you cite and surround with quotation mark only
some of the words you’ve taken from a source, you also commit plagiarism, since you’re taking words from another without fully acknowledging the extent of your borrowing.

In an era of computer communities (on the internet and the World Wide Web), the whole idea of intellectual property is changing: cutting and pasting without acknowledgement may be more the norm than the exception within a computer-based, internet community. Turning to an electronic rather than a printed source does not change the rules of citation and acknowledgement when you are submitting an essay for a course, however. When you turn in a paper written for someone in the English department, you are entering a research community that is still quite strict about attribution and use of material and ideas from others.

For those of you who are doing substantial work on the Web or in email discussion groups for your courses, it would be a good idea to bring up with your professor any questions you might have about intellectual property and attribution, since my general message may not address the nuances of a particular course and a specific situation.

4. Takes a paper, in whole or in part, from a site on the Web or a “library” of already-written papers.

5. Steals a paper from another student and then submits that paper as coursework.

6. Submits the same paper twice for two different assignments.

7. Takes the results of another’s research and attempts to pass those results off as his or her own work. This includes “citing” material from sources that have been gathered by another author. You can, of course, cite materials that you have found in another published text, but you need to make it quite clear that you are availing yourself of another author’s research: your citation should specify where you found the material, rather than simply giving that material’s original source.

If you are caught plagiarizing, the Department’s usual policy is as follows:

a. You will fail the assignment and the course.
b. Your case will be forwarded, with an explanatory letter and all pertinent materials, to the Dean of Student Affairs, Esrol Nurse.
c. You will be placed on academic probation (which does register on your transcript). If a student already on probation is caught plagiarizing, he or she is usually asked to leave the University.

Please understand that, in the intellectual community of this University, plagiarism is a form of stealing: there are few more serious breaches of intellectual community.

VII. COURSE EVALUATIONS

The Department has a policy that students should evaluate every English course, every term. Students generally fill out these evaluations during the last week of classes. The instructor does not see them until after all grades are in. Beginning Fall, 2008, the University will use Online Course Evaluations. You will receive notification from the College to go to your My Workspace in Course Tools to find the
evaluations to fill out for each of your instructors. Your confidentiality will continue to be protected as with past practices.

**What happens to the information on the evaluations?**
The Office of Evaluations and Exams (E&E), tabulates the information on the evaluation form and summary sheets and the information becomes available in a report format for the faculty and the department to use for reference. The summary scores of everyone who teaches for us are kept in electronic files, and comments are collected and compiled into a report format, the teacher of your class has the opportunity to review the written comments.

**How are the forms used?**
Decisions on teaching assignments, promotions, nominations for awards, and salary increases all take into consideration the teacher’s teaching ability, using these forms as one measure of performance. The teacher of your class uses your evaluation to gauge how well the class has gone and to make changes to the syllabus and the structure of the class for coming terms.

**Why is your evaluation important?**
Applying critical analysis to both the process and content of education is an essential part of the academic culture. The course evaluation form is one context for you to use that skill. We hope that all students will use the course evaluation process to provide the instructor, the Department, and the University with your serious reflections on English classes.

VIII. SOLVING PROBLEMS

Please note that this handbook is not intended as a substitute for reading and understanding your responsibilities as outlined in the LSA Bulletin. Please familiarize yourself with the contents of that document, along with making regular appointments with your concentration and general advisor.

**What if courses are full?**
If courses fill before you can get into them, indicate your desire to get in by signing up on a waitlist. This alerts the department to the overload and may result in other sections being opened. Sometimes a professor will issue an electronic override form, which gives you permission to register for the course. Bring that form to the main office. It will be entered into the database within 48 hours. Please remember that you still need to register for the course for you to be officially enrolled, but you must drop yourself from the waitlist before you can enroll. During the summer months the Undergraduate Studies Office monitors the waitlists for the upcoming Fall term and where space becomes available in a course, students will be moved off of waitlists and into the course. The department will notify you of this by sending you an electronic override so you can register for the course.

Students are required to attend the first two meetings of the class in order to claim a place. Do not assume that your place will be held if, for some reason, you cannot make it to the first class meeting.

Students are taken from the waitlist and given permission to register in chronological order. If a course is full, put your name on the waitlist and attend the first two meetings to try to get permission to register.
All students who want to attend Creative Writing courses (323, 324, 423, 424) must get on a waitlist and submit a writing portfolio (to the main office) by noon on the first day of classes. Later on that day you will be notified if you got into a section.

What if I disagree with a grade?
The first step is to discuss the grade with your teacher. If, after a thorough discussion of your work, you still feel unfairly graded, you may appeal through the grievance procedure established by the English department. You can find that information on our website or pick up a hard copy of the procedure outside of 3187AH. You will be advised to seek out our Grade Grievance Officer and/or Katherine Teasdale in the Undergraduate Office.

A grade given by a faculty member can be changed only by that faculty member. A grade given in a class taught by a teaching assistant may be changed only by the faculty supervisor of that course, who will normally require you to speak to the GSI first.

What if I do not complete the course?
Occasionally you may not be able to complete the coursework because of extenuating circumstances. In such a case, ask the instructor to approve your taking an incomplete. Incompletes are rare and not given automatically. They are not given, for instance, to students who don't feel ready to take the final exam, or to write a final paper. The professor must give permission in advance. The conditions for fulfilling an incomplete are as follows:

a) All course work must be completed by the end of the fourth full week of the next fall or winter term of enrollment.

b) Graduating seniors with an Incomplete must resolve the grade before the degree deadline and have the final grade reported to the senior auditors.

c) An Incomplete is a tentative, not a final, grade. If the instructor does not submit a final grade by the end of the fourth week of the next fall or winter term, the course-grade will lapse into an "E." The "I" remains on the transcript after the grade is reported, example IB.

d) The student may petition to extend this deadline by submitting an Extension Request Form to the Office of Academic Actions at 1255 Angell Hall. Extensions to the mid-point of the term are sometimes approved. Long-term extensions are extremely rare.

What if I have to withdraw from college?
Emergency situations may necessitate a student's withdrawal from the college either temporarily or permanently. Before making a definite decision, we suggest you talk to an advisor or counselor, to see what options are open to you.

If you do decide to withdraw, you should leave in good standing so that if and when you return your transcript will be in order. Notify the Office of Academic Actions either in writing or in person. There is a disenrollment fee if you leave after the first day of class.

What if I change my mind about my concentration?
You fill out a new Declaration Form with the concentration advisor of the Department with which you wish to study.
IX. FREQUENTLY ASKED QUESTIONS

How long does it take to fulfill requirements for an English degree?
Most students fulfill the degree requirements in their last two years by taking two or more English courses each semester. Those who start earlier, by taking English 297 and 298 in the first semester of their sophomore year, find they have more time and choice of courses.

Does the order in which I take courses matter?
Most of the professors and many of the students in the Department think that it matters a great deal. If you're interested in working in English literature, for example, we strongly recommend that you take English 350-351 during your junior year. If you're interested in a comparable introduction to American literature, you should check the offerings under 381, 382, 470, 471, 472, and 473 in any given term. Every term the English department lists courses by category of inquiry both on its web site and on hard copy course posters outside the Department's main offices. Our advisers can also discuss course sequences with you.

The General Program allows you to take the concentration requirements in the order that best suits you. Students in the Honors Program, the Creative Writing subconcentration, or the Teaching Certification program do follow more prescribed sequences.

How many English courses should I take per semester?
We've asked a lot of English concentrators how they feel about this issue. Most agree that two are ideal, three are tough, and four are impossible. Literature courses involve a lot of reading and writing and neither activity is rewarding when rushed. Be sure to check your schedule at the beginning of the semester so you can compare syllabi and check due dates for papers.

Can I use a course both to satisfy the College's Study of Race, Racism, and Ethnicity requirement and to count toward English concentration credits?
Yes, any upper-level English course that satisfies the Race and Ethnicity requirement may also count toward your concentration.

X. ENGLISH DEPARTMENTAL FACULTY ADMINISTRATORS

Office of the Chair 647-7477 Michael Schoemfeldt, Chair
Office of the Associate Chair 936-2271 David Porter, Associate Chair
Graduate Office 763-4139 Sara Blair, Graduate Chair
Undergraduate Office 763-2270 Joshua Miller, Undergraduate Chair
The Writing Program 764-0418 Anne Curzan, Director
<table>
<thead>
<tr>
<th>Department</th>
<th>Phone Number</th>
<th>Contact Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweetland Writing Center</td>
<td>764-0429</td>
<td>Anne Gere, Chair</td>
</tr>
<tr>
<td>Hopwood Room</td>
<td>764-6296</td>
<td>Nicholas Delbanco, Chair</td>
</tr>
<tr>
<td>English Honors Program</td>
<td>647-6769</td>
<td>Cathy Sanok, Director</td>
</tr>
<tr>
<td>Undergraduate Creative Writing Program</td>
<td>647-3560</td>
<td>Keith Taylor, Director</td>
</tr>
</tbody>
</table>

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