Most of this *Handbook*, plus course descriptions, are available for viewing on the department’s website:

http://www.college.up.edu/english

Please note that this is an unofficial document, offered by the Department of English for the convenience of its students. The University of Portland Bulletin is the official publication that outlines requirements and the legal relationships between our students and the University.
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Welcome to the University of Portland and to the Department of English

This handbook is a guide to the English major and minor, to student advising, and to other opportunities available through our Department.

The department offers an English major and minor, and offers courses in British, American and world literature, and in academic and creative writing. Prospective English majors and minors should consult with the Department Chair, Dr. Brassard, about designing their programs of study. After choosing to be English majors, students are assigned an advisor from among the nine full-time faculty in the Department.

Once students declare English as a major or minor, they are placed on our departmental email list-serve through which the Chair sends information about upcoming events and job opportunities. The department blog is another important source of news, announcements, and opportunities.

Please note: the University reserves the right to modify, change, or discontinue at any time, any element in its structure or organization, including its professional schools, departments, programs of study, undergraduate and graduate majors, and individual courses, as well as any other services offered, or fees charged. This is an unofficial document. Official information about the University is available in the UP Bulletin which you can find online, or consult in hard copy at the Registrar’s office.

What’s New This Year in the English Department?

- This year is one of many changes in our department, with returns, departures, and arrivals among our faculty. First we welcome back Dr. Molly Hiro and Dr. Lars Larson, who return to us full time after year-long sabbatical leaves, which included a semester as Fulbright Scholars to Mysore, India. We followed their Indian adventure via their eye-opening and compelling family blog, Reading India, and we are thrilled to have them back on the Bluff to teach courses on African-American Literature and City Life in American Literature (Fall term), and History & Politics in Fiction and Film and Literature (Spring term).

- Speaking of Fulbright scholarships: Dr. John Orr will spend his Fall semester sabbatical leave in Changchun, China, on a Fulbright scholarship as well; he will be teaching 19th Century American Literature at Northeast Normal University and staying warm while living in Manchuria, north of North Korea. Fear not, however: Dr. Orr will be back on the Bluff, and in the classroom, for the Spring term.
More Fulbright news: We are very proud of two 2015 graduates, Megan Lester and Rebecca Parks, who have received highly competitive Fulbright grants to teach (in Germany and Turkey, respectively) this coming academic year.

We are delighted to welcome a brand-new faculty member to our department, Dr. Joshua Swidzinski. Dr. Swidzinski comes to us from Montreal, Canada, where he received his BA from Concordia University, and he was just granted his Ph.D. in English from Columbia University. He will be teaching a range of courses formerly taught by retired professor Herman Asarnow, including Eighteenth-Century Literature; Shakespeare and Renaissance Literature (alternating with Dr. Cara Hersh); and Studies in Poetry, as well as English 112 (Thinking through Literature). Be sure to stop by his office (BC 381) to introduce yourself and make Dr. Swidzinski feel welcome in our department.

Now for events and extra-curricular opportunities. First, our chapter of Sigma Tau Delta, the English National Honor Society, continues to provide opportunities for networking and serving the community. Dr. John Orr continues as faculty advisor, and senior Ana Fonseca is president. Be sure to contact them with any questions you may have about Sigma Tau Delta, including criteria for nomination, activities, and opportunities open to members only. Please note that Dr. Brassard will be the society advisor while Dr. Orr is on sabbatical leave.

If you missed chances to dine and relax with favorite faculty members last year, you’re in luck: our English Lunch Table tradition will continue this year, with monthly opportunities to get to know your peers and professors outside classrooms or offices. Look for announcements on the blog and via emails for upcoming dates.

Our student publication, Writers Magazine, will be seeking editorial board members for this year’s issue (published in April). For more information, contact Faculty Liaison Fr. Pat Hannon (Hannon@up.edu), or Senior Editors Ana Fonseca and Morgan Mann.

Our Readings & Lectures Series brings a fine roster of writers to the Bluff each year to read from their work, visit classrooms, and answer questions about their craft. Look for the complete list on our Readings & Lectures page. This year we are thrilled to host Portland-based fiction writer Sara Jaffe, who has taught the Fiction Workshop here at UP and whose debut novel, Dryland, is being published this fall by Tin House. We also look forward to the award-winning author of Excellent Sheep, William Deresiewicz, serving as NUCL keynote speaker in March. Other authors include poet Elyse Fenton (November), fiction writer Don Waters (February), and poet Jae Choi (April).

Lastly, save the date of Saturday March 19th for , our fourteenth annual Northwest Undergraduate Conference on Literature. Dr. Molly Hiro and Dr. Lars Larson will serve as conference co-chairs. NUCL accepts submissions for analytical papers on any literary topic, as well as personal essays and poetry. Check the NUCL website for information about the conference, including opportunities to serve as panel respondents. Interviews for three intern positions will take place around November.
I. THE ENGLISH FACULTY

Geneviève Brassard, Ph.D.
Associate Professor & Department Chair
Office:  BC 235A
Phone:  503-943-7543
E-Mail: brassard@up.edu

Dr. Brassard joined the UP community in 2005 and she begins her three-year term as department chair this academic year (2014-15). Her teaching and research interests include 20th Century British, Irish, and Postcolonial Literatures; women writers and feminist criticism; and war and gender. She has published articles and reviews on World War One, Modernism, and women writers, including Jane Austen. In June 2010, Dr. Brassard organized and hosted (with Laurie McLary from International Languages and Cultures and Elise Moentmann from History) the 12th annual Conference of the Space Between: Literature and Culture 1914-1945; the theme was “Belief and Disbelief,” and the participants came from France, Belgium, Finland, Germany, and the UK, as well as Canada and the United States. Her commissioned chapter on “Virginia Woolf and Translation” is forthcoming in the Blackwell Companion to Virginia Woolf in 2015. She’s a regular participant at the Modernist Studies Association (MSA) annual conferences, where she presents her ongoing research on single women and sexual agency in interwar fiction.

Cheri Buck-Perry, M.A
Adjunct Instructor
Office:  BC 241
Phone:  503-943-7739
E-mail: buckperr@up.edu

Professor Buck-Perry teaches introductory literature courses and particularly enjoys engaging students from a variety of disciplines in the critical study of stories, poetry, and drama. Her academic interests are as diverse as the literature presented in her classes. Specifically, her master’s thesis explored the unusual narrative constructions created by American women writers of the early twentieth century and she has presented papers on the work of Willa Cather and Sarah Orne Jewett. Her interests also reach back to the Renaissance and she regularly teaches workshops in Shakespeare and drama to secondary students.

Rev. Patrick Hannon, C.S.C.:
Lecturer
Office:  BC 375
Phone:  503-943-8424
E-mail: hannon@up.edu

Fr. Hannon returned to UP in 2008 after spending several years as a teacher and principal at Notre Dame College Prep in Niles, Illinois. He has had three collections of narrative essays published since 2003 as well as numerous essays in various literary magazines. A collection of personal essays (Sacrament: Personal Encounters With Memories, Wounds, Dreams, and Unruly Hearts) will be published in Fall 2014 (Ave Maria Press). His primary areas of focus are the personal essay and memoir, though he also enjoys profile- and literary journalistic writing.
Dr. Hersh teaches medieval and Renaissance literature and explores issues such as economics, gender, narrative theory, and politics in her medieval and early modern literature classes at UP. She is currently the Director of the University’s Writing Center. Dr. Hersh attended Haverford College as an undergraduate and received her Ph.D. at Duke University. She has published articles on medieval bureaucracy and its literary representations in Modern Philology and The Chaucer Review and has an essay in Pedagogy.

Dr. Molly Hiro returns from sabbatical leave for the academic year 2014-15, and a Fulbright Scholarship in India for the Fall 2014 term. Dr. Hiro teaches introductory literature courses and upper-division courses in American literature, especially literature by women, African Americans, and other ethnic Americans. She served as chair of the English Department from 2011 to 2014. Dr. Hiro’s scholarly interests focus around questions of race, emotion, and genre in the writings and culture of black and white Americans. She has published articles and presented conference papers in recent years on Stephen Crane’s “The Monster,” Fannie Hurst’s Imitation of Life, Eugene O’Neill’s The Emperor Jones, and Amiri Baraka’s Dutchman. Dr. Hiro has also co-chaired the Northwest Undergraduate Conference on Literature (NUCL), and recently published an article in Pedagogy (with colleagues Cara Hersh and Herman Asarnow) meant to serve as a guide for adopting similar such conference models on other campuses. Dr. Hiro earned her Ph.D. from the University of California, Los Angeles and her B. A. from Georgetown University. In the years between college and graduate school, she served as a Jesuit Volunteer here in Portland.

For a decade at UP, Dr. Lars Erik Larson has taught twentieth-century U.S. literature for its connections with mobility, space, history, and power. He has published on road literature and given presentations on spatial literary theory, dialectical thinking, regional representation, and modes of circulation. He spent five months in 2014 teaching in Mysore, India as a Fulbright Scholar. On campus, he directed the university’s Integrated Writing Program for four years (2010-14) and currently serves as co-chair for NUCL and the Readings & Lectures series. He completed a doctorate at UCLA with a dissertation exploring how such authors as Steinbeck, Nabokov, Kerouac, Heat-Moon, and Emily Post rewrote the space of the American highway as it developed across the twentieth-century landscape.
Professor McDonald returned to UP in 2000 after spending two years teaching at the American University in Cairo. During the Spring, 2008, he taught as a Fulbright Fellow in Amman, Jordan. Prof. McDonald served as Acting Director of the Integrated Writing Program and supervised the Writing Center at the Learning Resource Center from 2004-2007. He has presented and published essays on Arabic culture and literature, and published poetry, and published journalism on golf and Middle Eastern current affairs. A member of the Association of Professors of Arabic, English, and Translation at Arab Universities, he serves on the editorial advisory board for The International Journal of Arabic-English Studies.

Victoria Olivares, M.A.
Adjunct Instructor
Office: BC 241
Phone: 503-943-7739
Email: Olivares@up.edu

Professor Olivares moved from Georgia to Portland to study English, eventually earning a Masters degree from Portland State University, with an emphasis in Rhetoric and Composition Theory. She teaches writing courses that cultivate the writer’s own curiosity, practicing writing as a process that yields a product designed for an audience. Her courses incorporate writing workshops and frequent writer conferences. Professor Olivares’ interests embrace studying the relationship between learning, writing, and identity. Her current projects include studying and writing about education, composition, and cognitive studies.

John C. Orr, Ph.D.
Professor
Assistant to the Provost
Office: BC 114
Phone: 943-7857
E-Mail: orr@up.edu

Dr. Orr teaches American literature. His scholarly interests reside in late 19th and early 20th-century American literature and culture, including on-going work on Henry Adams, several women writers of the era and, most recently, the early Native American writer, Mourning Dove. A veteran of several study abroad trips, Dr. Orr too students to Europe in the summer of 2014 to study World War I and will be taking students to China in the summer of 2015. Dr. Orr is also Assistant to the Provost, in charge of the Honors Program. Despite his administrative obligations, he continues to teach courses in the English Department and advise English majors.

Sarah Weiger, Ph. D.
Assistant Professor
Office: BC 377
Phone: 943-7363
Email: weiger@up.edu

Professor Weiger's teaching and research focus is nineteenth-century British poetry and prose, with an emphasis on literary representations of nature and the environment. She is particularly drawn to texts that explore the relationships between nature and culture, humans and nonhumans, ethics and aesthetics. She has published on poet John Clare as literary and natural historian and is completing an article on Dorothy Wordsworth's treatment of nonhuman objects and things as significant others: beings worthy of our care and attention. At recent conferences she has discussed accounts of fleeting environmental phenomena in natural history literature and the role of curiosity in environmental ethics.
II. ADVISING PROCEDURES

Each student is assigned a faculty member as an advisor upon declaring the major. The English Departmental Office Manager, Kelly Brown, can tell you the name of your current advisor. Students should plan to meet with their advisors at least once per semester, to discuss current progress, schedule planning, career options, questions about the University, or any other topic. We want to meet you, talk to you, and get to know you, so please come by even if there is no particular problem you want to discuss.

The English Department requires you to meet with your advisor prior to registration for the following semester to ensure that appropriate courses are chosen, even if you are a double major with an Advisor in another discipline or school. Preregistration takes place in November and March, so plan to stop in for a visit by then if you haven't already been in contact with your Advisor. Faculty members' office hours are posted on their office doors, and if none of those times are convenient for you, you may make an appointment for another time. We consider it extremely important that you and your Advisor plan your course schedule together, and that your own Advisor signs your registration form.

Your faculty Advisor, the Department Chair, and the Dean all have copies of your records in order to track your progress. Remember, though, that it is your responsibility to make sure that you fulfill all of the Core and Major requirements in order to graduate. Make sure to consult the UP Bulletin often so that you are aware of the University's and Department’s requirements and policies.
III. THE ENGLISH MAJOR

The English Major is designed around the following learning goals and outcomes:

1. Read a range of literature in English and exhibit a knowledge of genres, literary history, and literary criticism.

   **Indicators of Achievement - Graduates will be able to:**
   
   - Understand literature in English as a body of knowledge open to multiple interpretations
   - Recognize and distinguish major genres and sub-genres of literature
   - Develop familiarity with major periods and movements, and the influence of previous trends and styles on later authors and texts
   - Develop familiarity with major theoretical trends and schools of literary criticism, as they impact the critical reception(s) of texts and authors

2. Read texts closely and think critically, with openness, confidence, and acuity – understanding that literary texts are complex and resist simple interpretation.

   **Indicators of Achievement - Graduates will be able to:**
   
   - Distinguish between a passage’s literal/factual content and its figurative/symbolic/interpretive content
   - Identify a range of means through which a textual passage communicates
   - Identify significant patterns in the way a textual passage is constructed
   - Extrapolate the larger implications (social, philosophical, ethical, argumentative) of these patterns
   - Connect a passage’s formal structure and thematic content with the text as a whole

3. Write with clarity and compose well-argued essays.

   **Indicators of Achievement - Graduates will be able to:**
   
   - Understand that writing is a process
   - Develop focused, compelling arguments about literary texts
   - Present these arguments in essays marked by conceptual coherence, correct usage, and a fresh writing style

4. Know how to conduct productive research in literary studies, equipped with a basic understanding of the major approaches of literary criticism.

   **Indicators of Achievement - Graduates will be able to:**
   
   - Use bibliographic tools to find primary and secondary source material
   - Employ secondary source material in the process of developing an original argument
   - Recognize major schools of literary criticism

5. Experience literature as a powerful way of knowing about cultures and the lived life.

   **Indicators of Achievement - Graduates will be able to:**
   
   - Demonstrate knowledge of the relationship between literary texts and their cultural and historical contexts
   - Demonstrate an understanding of how the structures, language, characters, and actions in literary texts speak to fundamental life questions
### English Department Courses

#### Historical Survey Courses
- 320 Medieval Beginnings — 1500
- 324 Renaissance 1500-1660
- 325 18th Century 1660-1800
- 344 Romantic 1800-1830
- 345 Victorian 1830-1900
- 346 British 1900-1945
- 347 British 1945-Present
- 354 American Beginnings — 1865
- 355 American 1865-1914
- 356 American 1914-1945
- 357 American 1945-Present

#### Genre/Topics Courses
- 306 Poetry Workshop
- 309 Fiction Workshop
- 311 Advanced Writing
- 323 Chaucer
- 326 Shakespeare
- 330 Dante
- 337 Modern Arabic Literature
- 338 European Classics in Translation
- 340 Studies in Fiction
- 342 Studies in Poetry
- 343 Studies in Non-fiction
- 350 History and Politics in Literature
- 351 Satire
- 352 Film and Literature
- 363 Environmental Literature
- 370 Studies in Women Writers
- 372 Multi-Ethnic American Writers
- 375 Studies in Irish Writers

#### 400-Level Courses (also Genre/Topics classes)
- 420 “Otherness” in Early Brit. Lit. (1000-1700)
- 430 Peace and Justice
- 440 Telling/Retelling: Literary Adaptations
- 460 Contemporary American Poetry
- 461 Oregon/NW Literature
- 463 Literature and Posthumanism
- 470 City Life in American Literature
- 471 American Romanticism
- 473 African American Literature
- 480 Postcolonial Literature and Culture
- ENG 491-492 One-time course offering

#### Other Elective
- 317 Composition Theory and Practice
## Bachelor of Arts in English

<table>
<thead>
<tr>
<th>Degree Requirements</th>
<th>Credit Hours</th>
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<td><strong>Core Curriculum:</strong></td>
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<td>FA 207 Fine Arts</td>
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<td>HST _ (fulfilled by any history course up to and including 300 level)</td>
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<td>MTH --(fulfilled by any mathematics course above MTH 120)</td>
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<td>Literature (ENG 112, Introduction to Literature)</td>
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<td>SCI _ (any SCI, BIO, CHM or PHY)</td>
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<tr>
<td>Social Science (POL 200, POL 201, POL 202, CST 225, PSY 101, SOC 101, ECN 120)</td>
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<td>PHL 150 Introductory Philosophy</td>
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<td>PHL 220 Ethics</td>
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<td>THE 101 Intro to Religion and Theology</td>
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<td>THE 205 Biblical Tradition and Culture</td>
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<td>THE 3 _ Elective (any 300-level Theology, including Theological Perspectives)</td>
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<td>Plus, these College Requirements, BA:</td>
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<td>Effective Communication (CST 100, CST 332, ENG 107, or ENG 311)</td>
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<td>Metaphysics (fulfilled by various PHL)</td>
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<tr>
<td>Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences.</td>
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<td>Intermediate level of one language</td>
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### Major Requirements -- 31 hrs.

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<td>ENG 225 - Introduction to Literary Studies</td>
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<td>Three Historical Survey courses:</td>
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- One Medieval-to-18th-century course:
  - ENG 320 - Anglo-Saxon and Medieval Literature (Beg.—1500)
  - ENG 324 - Renaissance British Literature (1500-1660)
  - ENG 325 - Eighteenth-Century British Literature (1660-1800)

- One 19th-century course, or one more from the above list:
  - ENG 344 - Romantic Literature (1800-1830)
  - ENG 345 - Victorian Literature (1830-1900)
  - ENG 354 - American Literature Early-1865
  - ENG 355 - American Literature 1865-1914

- One 20th-century course:
  - ENG 346 - British Literature 1900-1945
  - ENG 347 - British Literature 1945-Present
  - ENG 356 - American Literature 1914-1945
  - ENG 357 - American Literature 1945-Present
Beyond the 9 hours of historical surveys above, majors must take 18 more upper-division literature hours, plus 1 hour of ENG 499 (Thesis), taken while working on the Senior Capstone Project (3 hrs., for Honors Program students). Of these 18 additional hours, at least 6 must be at the 400-level, and at least 6 must be Genre/Topics courses. (Education degree students: one of your two 400-level classes must be ED 410, linguistics.)

6 400-level literature classes
6 Two Genre or Topics courses  (includes 400-level courses and all 300-level courses not listed above)
6 Two English elective courses (may be Genre/Topics courses, literary history courses, and/or 400-level courses)
1 One ENG 499—Senior Capstone Project—1 credit hour (for Honors, 3 credit hours)

General Electives (English or non-English)- 20

Total Credit Hours - 120

Definitions of Course Categories

**Historical surveys:** Courses that broadly approach the literature of historical periods studying the major genres in the context of their time and place.

**Genre/Topic courses:** Courses that focus more narrowly on a single topic, genre, or author, sometimes across historical periods.

**300-level courses:** Upper-division courses that emphasize close readings of primary texts and introduce the critical conversation surrounding the course topic.

**400-level courses:** Upper-division courses that increase the amount and intensity of reading and writing, requiring students to enter the critical conversation through a guided research project.
Worksheet for English Majors

<table>
<thead>
<tr>
<th>University Core</th>
<th>College Requirements</th>
<th>English Requirements</th>
<th>Electives</th>
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<td><strong>Hrs</strong></td>
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**MINOR**

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<th><strong>Course</strong></th>
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**TOTAL CORE HRS**: 39.00

**REMAINING CORE HRS**: 0.00

**CORE G.P.A.**: #DIV/0!

**TOTAL MINOR HRS**: 0.00

* Mth 120 or higher required for core. Mth 160 is recommended.
IV. THE ENGLISH MINOR

For this minor, we require ENG 112 plus 15 upper-division hours, with at least 6 hours taken at the 300-level and at least 3 hours taken at the 400-level. (Note: Having taken at least one 300-level course is prerequisite to taking a 400-level course.)

V. WRITING PAPERS IN MLA STYLE, LIBRARY RESEARCH IN LITERATURE, AND THE UNIVERSITY OF PORTLAND’S PLAGIARISM/ACADEMIC CHEATING POLICY

A. Writing Papers in MLA (Modern Language Association) Style

The fields of literature and language use a particular format for papers called "MLA Style," so we ask that our students also learn to use MLA Style in their papers for our courses. MLA Style is one of the style sheets included in Kirszner & Mandell’s The Pocket Wadsworth Handbook (6th edition), the text used in English 107 and English 112. Of great importance to us is the use of MLA documentation style, when books or articles are cited in your paper. Please become familiar with this style, reviewing Kirszner & Mandell’s book if necessary, and use it in your papers. Any professor in our department, or one of the Writing Assistants at the Writing Center, will be happy to assist you if you have questions about MLA Style. The Modern Language Association publishes its own MLA Handbook, which is the ultimate, detailed authority on the use of the MLA Style of citation. The MLA Handbook is available at the UP Bookstore, in our library, and at most bookstores. Much of it is also available online. Visit the Writing Resource Center’s webpage for MLA citation at: http://www.up.edu/lrc/writing/default.aspx?cid=2222&pid=353

B. Library Research

To do library research, you will need to be familiar with the Library’s computerized reference resources—as well as the locations in the stacks of the print journals in literary studies. Our library has an on-line catalog for computer access to nearly all of the library’s holdings. Do not limit your research only to full-text articles available electronically. Scour our book stacks and print journal holdings, too. In addition, our library participates in a consortium of university libraries in this region called SUMMIT. You can access the holdings in these libraries by choosing the SUMMIT option from the library menu. Among the options available is the ability to request books from these other libraries. The book will appear at our library in a few days, and you will receive notification via e-mail that it has arrived.

The library offers a full range of options for electronic research, including numerous search engines—most importantly the MLA Bibliography—and other electronic resources, such as JSTOR. Visit the library’s website at http://library.up.edu/. Take a tour of the library and find out what resources are available. Remember that there is far more information available in our library than you will likely need for
your research. The difficulty is knowing how to find what is there. When you have exhausted your
research skills, ask your professor or a research librarian for assistance.

All the English faculty urge you to do research in the journals and books available in UP’s library
(and through Summit) as well as through the full-text articles available on-line. Once again: do not just sit
at your computer! Go explore the riches of our book stacks.

C. Plagiarism/Academic Dishonesty Policy

The University Bulletin clearly states that any instance of academic dishonesty “must be reported to
the dean of the college or school in which the student is currently enrolled.” Academic dishonesty ranges
from unintentional plagiarism to copying someone’s work on an exam to obtaining material from the web
without attributing the source when including it in your paper. Students caught cheating will at the
minimum receive no credit for the assignment and being referred to the Dean’s office, but further penalties
such as failing the class or being expelled from the University are also possibilities.

Most professors will have you submit your papers to Turnitin.com, a service which checks them for
plagiarized passages and adds each student paper to its UP database of submitted papers. Your professor
will give you instructions for using Turnitin.

Relevant statement from the University of Portland’s Code of Academic Integrity

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly
community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the
whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at
its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be
tolerated and will be addressed by the community with all due gravity.

The complete Code may be found in the University of Portland Student Handbook and as well the Guidelines for
Implementation. It is each student’s responsibility to inform himself or herself of the Code and Guidelines.
VI. ADDITIONAL OPPORTUNITIES THROUGH THE DEPARTMENT OF ENGLISH

A. Senior Capstone Project/Paper

The Department requires that English majors write a senior thesis and students must scrupulously adhere to the Department’s timeline for this project. You must begin planning your proposal for a thesis or project in your junior year. The Senior Capstone Project Handbook explains the timeline and the procedures for writing proposals, for the assignment of a faculty Advisor, and for the actual production of the paper or project. The current Handbook is available in print from the Departmental office and from the Chair, and is also available online at the English Department’s website. English majors in the Honors Program write a 3-credit hour thesis. See the English Department Chair for a special Thesis Handbook for the Honors program.

The senior paper or project should serve as the capstone experience of the English major. It has the potential for being one of your most important intellectual experiences while at the University. You may do literary research, creative writing, linguistic studies, or other projects that will bring to bear and help refine the skills, learning, and insight that you have acquired during your study at the University of Portland.

Because the senior paper or project is meant to be a significant undertaking and will require an extended commitment, the English faculty will evaluate each proposal and assign each student to a professor who will direct the project.

English majors will designate a 300 or 400 level course during their senior year as the course out of which their mandatory Senior Thesis will originate. In consultation with the professor for that course, students will design a proposal that will be submitted to the department for approval. If approved in that form, the student will sign up for an additional credit hour (three if the student is writing an Honor’s Thesis) in English 499, Senior Capstone, with the same professor. The thesis will grow from the work done in the class. Some English majors, including those seeking an Education degree, are, on a case-by-case basis, allowed to write their thesis based on a previously taken 300-400 level English course or on an independently-developed topic.

B. English Readings & Lectures, and the Schoenfeldt Series

An important part of the intellectual development of all students takes place outside of the classroom in the form of lectures, readings, and other such cultural events. The English Department provides numerous opportunities for students to hear lectures and readings by leading writers and by literary scholars. In addition, the Schoenfeldt Distinguished Writers Series and other groups on campus routinely bring speakers to campus. Likewise, the city of Portland is well known for its many cultural events, including readings by authors and the Portland Arts and Lecture Series. All students are strongly encouraged to take advantage of these opportunities as a means to further enhance their classroom learning. Students who study English tend to be among the most culturally literate and routinely take advantage of the many opportunities available to them.
C. **The English Society**
The English Society is composed of students and other members of the University of Portland community who share a common interest in literature and other arts. The Society offers members an opportunity to meet and discuss literature in an open, creative, and informal setting beyond the more formal constraints of the classroom. For more information, contact Dr. Sarah Weiger (Weiger@up.edu).

D. **Writers Magazine**
*Writers* Magazine, a yearly literary journal, publishes creative works by students. Recent past editions are available as links on the English Department website. Though the student staff works with an English faculty advisor, it welcomes submissions and editorial staff from all disciplines. The editorial board oversees the artwork, editing, and distribution of the magazine. For more information contact the faculty advisor, Fr. Pat Hannon (Hannon@up.edu).

![NUCL Logo]

E. **The Northwest Undergraduate Conference on Literature**
Each spring semester, the English Department sponsors NUCL (as in “Knuckle down and write a paper!”), a literary conference at which students from UP and other Northwest colleges and universities present critical papers on literature, poetry, and personal essays. Students are organized into panels on similar topics or issues. UP students serve as respondents for each panel, initiating discussion after the papers have been presented. The subtitle of NUCL, “Contemporary Responses, Critical Contexts,” announces that one goal of the conference is to have students respond in their research papers to the current “critical conversation” about the work they are exploring, presenting their own ideas in the context of what professional critics of our time are arguing.

**NUCL Internships:** each year in the Fall semester, applications are requested for the three NUCL internships—1 credit hour positions involving working with the faculty chairs of NUCL to help organize and run the conference. Among their duties are reading and evaluating submissions, creating the program, and working with various campus contacts to make the conference run smoothly. See Dr. Molly Hiro (Hiro@up.edu), or Dr. Lars Larson (Larson@up.edu) as well as the NUCL website, for more information: college.up.edu/english/nucl

F. **The Writing Center and Writing Assistantships**
The English Department’s Integrated Writing Program operates a Writing Center in the Learning Commons, Buckley Center 163, which is staffed by student Writing Assistants (WAs). These are trained paper readers and tutors who usually work with drafts of writing assignments; they are not editors who “fix” or correct writing.
Instead, they guide students to writing improvement by offering suggestions, techniques, or strategies to help their writing skills, to analyze specific writing assignments, and to understand the conventions and expectations of writing in different disciplines. All writers can benefit from having their prose read by another person, so take advantage of the opportunities the Writing Center offers.

**Becoming a Writing Assistant (WA):** as Director of the Integrated Writing Program, Dr. Hersh trains the Writing Assistants (in ENG 317) and supervises the Writing Center and program. Writing Assistants are nominated by their respective department faculty as outstanding thinkers and writers in those fields. This unique student professional role will serve English majors well in graduate school or other career choices. See Dr. Hersh ([Hersh@up.edu](mailto:Hersh@up.edu)) for particular questions.

**G. Department Blog**

Our blog is a great way to get some valuable writing, editing, and online publishing experience. Majors can apply to intern as Managing Editor, or join the team of contributing editors who write posts on a variety of topics ranging from campus and department events; interviews with visiting writers; internship or service learning experiences; and many others. Contact Dr. Brassard ([Brassard@up.edu](mailto:Brassard@up.edu)) for more information or if you want to get involved.

**H. Sigma Tau Delta, the English National Honor Society**

Our newly formed chapter of Sigma Tau Delta is a dynamic group of majors eager to make a difference within the department, on campus, and beyond the bluff. Majors who meet the criteria for membership are invited to apply in the spring, and new members are paired with a senior mentor and celebrated at an induction ceremony. For more information about criteria, application procedures, and membership benefits, please contact the society’s faculty sponsor, Dr. John Orr ([Orr@up.edu](mailto:Orr@up.edu)). (Please contact Dr. Brassard ([Brassard@up.edu](mailto:Brassard@up.edu)) while Dr. Orr is on sabbatical leave, Fall 2015.)

**I. Internships**

The English Department chair periodically sends English majors information by e-mail about relevant internships. Majors should consult the UP Career Services website for internship listings or contact the CAS Internships Coordinator, Elizabeth Ostapeck ([Ostapeck@up.edu](mailto:Ostapeck@up.edu)). Be sure to contact Dr. Brassard if you have questions, ideas, and/or issues about internships.

**J. Graduate Study in English, law school, other graduate work**

If you think you may be interested in graduate work in English, speak to several of your English professors as early as possible in your career at UP. Many graduate programs (for the M.A. and Ph.D.) require their applicants to take the Graduate Record Exam (GRE) in the fall of their senior year. This exam consists of a general exam, much like the SAT, testing overall verbal and mathematical ability, and a specialized exam testing a specific content area such as literature or a foreign language. A school may require just the general exam scores or may ask you to take both
parts of the test. The Graduate School office has the information on how to register for the test, and your advisor can help you figure out the best timing for taking the GRE and applying to graduate school.

Those interested in pursuing a career in the law, a fine choice for English majors, should also start preparing in their junior year for the law school application process. It pays to study for the LSAT standardized test, either on your own with the help of readily available books, or by taking one of the nationally recognized preparation courses. Your score on the LSAT is a crucial component of your application. One place to look is the Internet Legal Research Group site (http://www.ilrg.com). The important thing is to start learning about law schools and how to apply to them well in advance of when the applications are due. Early applications ensure the best possible chances of admission.

Those interested in pursuing high school teaching who are not already affiliated with UP’s School of Education can learn much by investigating the many Master’s of Arts in Teaching (M.A.T.) degree programs available locally (including a good one here at UP) and nationally.

K. Counseling Services (at the University Center for Counseling and Health in Orrico Hall, 503-943-7390)
The University offers counseling services to all students enrolled at UP. The staff offers assistance for the academic, personal, and career development of students through workshops, individual and group counseling, training, and consultation services. Appointments with our experts in the areas of Personal Counseling, Learning Assistance, Career Assistance, and Minority Assistance can be made with the secretary.

Near the beginning of each semester, workshops in how to study, taking notes, test-taking skills, and test anxiety are offered, and these workshops are extremely valuable, especially to freshmen. Watch the bulletin boards for notices of the times and locations.

L. Career Planning Assistance
Most of our majors do not attend graduate school right away but instead find work in any number of fields outside of academia. The study of English prepares you for a diverse array of careers. Your faculty Advisor will be happy to speak with you about your career plans, and the department occasionally hosts a career planning meeting with representatives from the Career Services office and, sometimes, recent alumni in English. For professional career assistance, contact the office of Career Services located in Orrico Hall. The staff at Career Services can help you construct your resume and prepare for interviews with prospective employers. They can also arrange for internships, paid and unpaid, that can be sources of important experience for your later job search.

What next? English majors over the past fifteen or so years have gone on to schooling or jobs in these fields: marketing, social media, journalism, law, business (banking, advertising, etc.), Fulbright Fellowship teaching or research, college teaching and research, community college teaching, high school teaching (public and
private/parochial), non-profit management and development, librarianship, modeling, volunteer experiences (Teach for America, Peace Corps, Jesuit Volunteers), international development, publishing.

It is essential that you recognize throughout your college career that you are gaining important skills that will aid you in obtaining a job upon graduation. Following is a list of skills liberal arts majors possess, prepared by Dr. Howard Figler, a national expert on career options for liberal arts majors.

VII. WHY LIBERAL ARTS GRADUATES ARE VALUED BY EMPLOYERS
(The Fifteen Most Marketable Skills of Liberal Arts Graduates)

(1) Writing skill – The ability to write memos, reports, letters, position statements, e-mails, and other communications clearly and persuasively, and hold the reader’s interest. Writing is a hallmark of liberal education. Liberal arts is about writing papers. Most students discover that their writing skills have developed greatly. Employers prize writing skills because they’re so hard to find and because they recognize that clear writing is clear thinking. Future leaders of organizations are always effective writers and speakers.

(2) Speaking skill – The ability to talk comfortably to groups ranging from three people to three hundred, to get your point across clearly in a way that the “audience” enjoys listening to you. This includes committee meetings, board meetings, informal discussions, and formal speaking occasions. Speaking skill is a byproduct of the frequent and intense discussions among students and faculty inside and outside of the classroom. Employers value speaking skill highly, because their leaders are continually called upon to be articulate and effective within the organization and in public forums.

(3) Listening skill – Being able to focus on another person’s words and non-verbal cues, be empathic with their thoughts and feelings, and respond in ways that demonstrate you “hear” them. Perhaps liberal arts graduates are capable listeners because they are sensitive to human differences, owing to their frequent study of other cultures. Employers value listening skill because it is in short supply in the general population. People are usually too busy talking. Good liberal arts listeners help companies to better understand their customers and clientele.

(4) Risk-Taking – Not bungee jumping off buildings. This is the ability to risk failure in the pursuit of an important goal. Few ventures can be guaranteed successful. No one can predict how things will work out. Your talent for trying new things and being resilient in the face of the results is an index of your risk-taking. Liberal arts graduates are often willing risk-takers, because they recognize from their studies of history that notable successes are often preceded by failures. Employers value the quality of risk-taking, because everything they do is fraught with uncertainty.

(5) Adaptability – The ability to move from one project to another, from one problem to another, from one situation to another, and from one group of people to another – all done smoothly, without much friction. The ability to accommodate to changing conditions in your job and adapt to whatever your employer needs from you. Liberal arts graduates tend to have this skill, because they study such a wide range of subjects and ideas. Employers highly prize adaptability because conditions change, projects change, and priorities change, sometimes very rapidly.

(6) Leadership – The ability to take responsibility for the progress being made toward a particular goal. This does not necessarily mean being the person “in charge.” It means deciding that you will exercise initiative by investigating and trying to solve a certain problem and you’ll work with whomever is necessary to move toward that end. It is not clear why liberal arts graduates often seek leadership roles, but they do. Perhaps it is because they are continually studying societal change and they want to be a part of it. Perhaps they like doing certain things better than they have been done before. Employers are always looking for people with a leadership attitude.

(7) Problem-solving - This overlaps with certain other skills in this list, but it’s a skill in its own right – the ability to focus your energies, resources, and the efforts of other toward solving a particular problem. Being resourceful in the face of...
obstacles. Not taking no for an answer. Being both imaginative and persistent in the pursuit of solutions to a complicated problem. Liberal arts graduates are skilled problem-solvers, because every investigation of a new research area is a problem of how to find the relevant information quickly and how to capture it and make sense with it in a paper or a project. Employers value greatly their employees who are persistent problem-solvers.

(8) **Researching** – The ability to identify information and knowledge that contribute to moving an organization toward a goal. This includes library research, computer research, first-hand data gathering, and synthesizing information into a coherent, usable whole. Liberal arts graduates are especially adept at this skill, because the breadth of their curriculum requires them to research a vast array of different topics. Being able to research an entirely new topic, under time pressure and with accuracy, is a skill much prized by any employer.

(9) **Coping with deadline pressure** – The ability to produce good work when you’re governed by external deadlines. Capable of functioning on other people’s schedules, even when the time frame is notably hurried. Pressing deadlines occur frequently when liberal arts students are taking four to six courses across the curriculum. Employers are constantly throwing time deadlines in the face of employees, so they appreciate people who can handle them calmly and effectively.

(10) **Defining problems** – Problems have to be identified and stated clearly before they can be solved. This skill is hammered into liberal arts students for four years, in nearly ever course they take. They become adept at explaining the problem they’re investigating before beginning the research. Employers look especially hard for this skill, because they recognize that often stating the problem takes one halfway to the solution.

(11) **Mastery of information retrieval systems** – The huge amount of research done by liberal arts students makes them very familiar with retrieval systems such as libraries, books, periodicals, Internet, and personal interviews. If there’s a source of information, a liberal arts graduate undoubtedly knows about it and has used it many times. This is the “technology” of the Information Age, and employers like knowing that liberal arts graduates can navigate these systems confidently.

(12) **An open mind to new ideas and approaches** – Creative thinking is greatly encouraged in liberal education. “How might this be done differently? What are we overlooking here? If we started over, what might be an original approach to the problem? What has never been thought of or done before?” These are the kinds of questions continually urged in liberal arts courses. Creativity and originality are urgently sought by businesses and other organizations.

(13) **Critical thinking** – This skill is demanded of liberal arts students in every course. Never accept anything at face value. Challenge everything. Always look for a different perspective. Above all, think for yourself. This cultivates the reflex to look at every problem from many different angles. Every decision in an employment context must be examined critically. Employers prize the liberal arts graduate’s ability to apply careful thinking skills in all situations.

(14) **Mathematical Skills** – Because so many employees are math-averse, employers like finding people who can handle mathematical concepts and talk to the mathematical people in their organization with some ease. Liberal arts usually insists that a student take some math or statistics courses, so employers welcome this skill. Liberal arts grads who are comfortable with mathematical and statistical concept benefit from this in their careers.

(15) **Language Skills** – It is impossible to over-estimate the importance of language skill and cultural sensitivity. Language facility is highly prized. Speaking, translating, reading, or writing – employers will take all the language talent and experience they can get. Americans who speak or understand only their language are increasingly at a disadvantage in many international employment situations. Doing business or nonprofit activity with other cultures requires the understanding that comes from speaking their language and being familiar with their customs. Companies search high and low for language background, because they do much business overseas and have many customers in the U.S. from a variety of cultural backgrounds.