



ENGLISH MAJORS

Advisement Guidebook

UOG Division of English and Applied Linguistics // 2016-2017

TABLE OF CONTENTS

It's A Good Day to Be An English Major	1
What Can I Do With An English Degree?	2
English As A Pre-Law Degree	4
Careers For English Majors	5
But Are There Really Jobs Out There?	6
Comments On The English Major	7
Advice from Those Who've Gone Before	8
Famous English Majors	11
Advisement Materials	
Advisement Checklist	13
Frequently Asked Questions	14
Declaration of Major/Minor Form	17
Application of Undergraduate Degree Form	19
Overview Advisement Sheet	21
English Major Requirements: English for Education	23
English Major Requirement: Linguistics & ESL	25
English Major Requirements: Literature	27
English Minor Requirements	29
Writing Minor Requirements	31
English Major/Minor Mapping Advisement Worksheet	33
Copy of General Education Requirements	
List of English and Applied Linguistics Advisors	

It's A Good Day To Become An English Major!

You Know You'll Enjoy Being An English Major If You ...

- love to read different types of texts
- enjoy analyzing the material
- have strong writing and speaking skills
- are creative and like to work independently



And If You Are Ready To ...

- Discuss your ideas
- Read literary criticism
- Compare different ways of interpreting the same work
- Manage your time well so you can complete all the reading and writing you are assigned
- Develop your mettle as a scholar by writing twenty-five-page papers
- Get practical experience interning, editing or writing for the school newspaper or literary journal, or peer tutoring
- Attend readings and participate in other related activities
- Consider studying Joyce in Dublin, Shakespeare in Cambridge, or another author in his or her own country

College Board: Inspiring Minds http://www.collegeboard.com/csearch/majors_careers/profiles/majors/23.0101.html. Accessed 9 Sept. 2014.

What Can I Do With An English Degree?

Traditionally, English graduates have become:

- English/ESL Teachers
- Creative Writers
- Publishers
- Producers
- Journalists
- Broadcasters
- Public Relations Developers
- Public Information Officers
- Grant Writers
- Human Resource Managers



But an English Degree as a Pre-Professional Major or a Pre-Masters Major also prepares you to enter careers in:

- Education
- Medicine
- Law
- Public Administration
- Film
- Business
- Science
- International Relations



This listing of careers comes from the various websites listed in the following pages and from the general knowledge of the UOG English Division faculty.

One College's Survey of the Fields Its English Majors Enter ...

Hartwick College (Oneonta, New York) regularly conducts surveys of its majors' careers. In a recent survey (2009, graduates between 1999-2007) of 176 graduates, it was found that:

Education is the field most frequently entered by graduates (72% of the 176) with **business** (19%) in second place, and **writing and publishing** (14%) in third.

Similarly, in responses to their 1999 survey (graduates between 1989-1998, 289 surveyed), the four top positions were

- teaching (64% of the total surveyed)
- publishing (44%)
- administration (31%)
- business (31%)

(These percentages add up to over 100% because people reported that they have worked in more than one field.)

In the 2009 (graduates between 1999-2007) questionnaires no graduates say that they are lawyers, though 4 have attended or are attending law school.

Responses also point to education as the field again chosen by most English majors, and a smaller percentage work in business and publishing and writing than 9 years ago.

There also are fewer graduates reporting careers in finance, health services, management, and social services.

From The Website of the Department of English & Theatre Arts, Hartwick College, Oneonta, NY 13820. March 2009. Accessed 14 November 2010.

http://www.hartwick.edu/Documents/ENGL/ENGLISHAlumniSurveyReportMarch2008_3_.pdf

English As A Pre-Law Degree

Florida Atlantic University reports that, “Some years ago, law school deans were surveyed to determine what majors they recommended to effectively prepare students for law school. The four majors most frequently recommended were, in alphabetical order, English, history, philosophy, and political science.”

From “Five ‘Impractical’ College Majors That Just Might Make You Rich,” by Zac Bissonnette 08/07/10. People, College Finance.

DePauw University (www.depauw.edu/academics/departments-programs/english), located in Greencastle, Indiana, reports that two-thirds of its English alumni go on to law school:

“Law school represents the most common postgraduate study for department alumni. These students unanimously express appreciation for the writing and interpretive skills they have gained in our courses. In a recent survey, a writing major comments, ‘Workshop continues to serve me in law school as I edit my students’ writing as a legal writing tutor, fine tune my own briefs and arguments, and work closely on the text of statutes and cases in class.’ Another writing major says, ‘I think I have been helped in my practice and in law school because DePauw helped foster a love for writing and an understanding of the writing and rewriting process. I am not afraid to take a second, third, fourth, or tenth stab at writing a brief, motion, or memorandum.’ Literature majors as well find themselves well-prepared for law school. One writes, ‘The analytical approach that I developed as an English major carried through to law school and assists me in reading and interpreting legal cases, statutes, and regulations. Moreover, the well-reasoned analysis that I developed in my undergraduate studies has been fine tuned through further study for a legal approach.’”

Careers For English Majors

If you approach your career with a defensive question like, “What can I do with an English major?” you may be limiting your choices. Better questions are: “What skills, talents, insights, and abilities do I have?” and, “What kinds of jobs do they suggest?” In today’s employment market, when job titles and responsibilities shift so constantly, English majors have an advantage, because they are used to analyzing situations critically and communicating the results of their scrutiny effectively.



History and English Faculty at the Marianas History Conference 2012

What Can English Majors Do?

The obvious choices are teaching, attending graduate school, or becoming a writer, but graduates also excel in many other areas. Because English majors have learned how to write, analyze material, and communicate effectively, and are good problem solvers, they work in many different fields, including sales, management, and advertising. English majors are found in program management, marketing, editing, journalism, creative and technical writing, public relations, medicine, social work, government work, non-profit organizations, and financial services. The kinds of text analysis, writing, and thinking English majors specialize in enhance their creativity, their understanding of human motivation, and their ability to present clear and logical arguments, both in writing and orally. And your foreign language education gives them a competitive advantage in today’s multicultural employment market.

From Winthrop U, South Carolina Department of English

But Are There Really Jobs Out There?

The United States Bureau of Labor Statistics Occupational Outlook Handbook provides some encouraging statistics for those seeking jobs in traditional “English major” fields like writing, editing, and public relations. The Handbook’s website edition (<http://stats.bls.gov>) notes:

- Employment in the communications sector is expected to increase by 16.9 percent, adding 277,000 jobs by 2010.
- Employment is expected to increase by 2.1 million, or 13.6 percent, by 2010.
- Among managers, the numbers of public relations managers will grow the fastest, by 36.3 percent.
- Writers and editors held about 305,000 jobs in 2000. About 126,000 jobs were for writers and authors; 57,000 were for technical writers; and 122,000 were for editors.
- Nearly one-fourth of jobs for writers and editors were salaried positions with newspapers, magazines, and book publishers. Substantial numbers, mostly technical writers, work for computer software firms.
- Other salaried writers and editors work in educational facilities, advertising agencies, radio and television broadcasting studios, public relations firms, and business and nonprofit organizations, such as professional associations, labor unions, and religious organizations. Some develop publications and technical materials for government agencies or write for motion picture companies.
- Public relations specialists held about 137,000 jobs in 2000. About 6 out of 10 salaried public relations specialists worked in services industries — management and public relations firms, membership organizations, educational institutions, healthcare organizations, social service agencies, and advertising agencies, for example. Others worked for communications firms, financial institutions, and government agencies.

Comments On The English Major

“I was an English major in college, and I think that major — or any that requires a great deal of careful reading and analytical writing — is useful if not essential preparation for law school.”
– Sara, J.D. candidate, Columbia University

“I write much better essays ... than a lot of people in other majors. You need to write for everything.” – Anna, junior, English literature, UC Berkeley

“Consider the fact that you have to write a lot of papers and do a lot of reading because it’s a lot of work, but as Joseph Campbell said, ‘Follow your bliss.’” – Jordan, junior, English, Mills College

“The writing process teaches you discipline and strength. It ‘toughens’ you in the best sense of the word, allowing you to recognize the possibilities in yourself and the world around you.” – Jonathan Fink, Creative Writing Fellow in Poetry, Emory University



Attendees — Language Arts Conference

From CollegeBoard.com (http://www.collegeboard.com/csearch/majors_careers/profiles/majors)

Advice From Those Who've Gone Before

Remember that English is a versatile major

“Look at all your options. Businesses want effective communicators. Publishing can be rewarding, both in an editorial and creative sense. Expand your knowledge outside of your major author or concentration. Look at art, theatre, film, travel.”

“Be flexible. An English major can take you anywhere and be useful in any field.”



Senior Soiree Fall 2013

“When someone asks you, ‘What are you going to do with an English major?’ respond with the following: ‘Anything I want.’”

“I think the English major is a very useful and versatile major. No matter what line of work you go into, you inevitably have to communicate with others.”

“Don’t count on getting a job in publishing or writing the next great American novel. Don’t be afraid to take a job that doesn’t seem like the ‘right fit,’ because you might be surprised how often training in the humanities, and particularly in English, will make you stand out. An English degree provides you with a considerable amount of freedom.”

“English is a passion that can be turned into any profession.”

“Don’t think that there is only one job for you. See what is out there before you decide.”

“Don’t listen to what others say. Having a degree in English is great! Companies love it because they know you know how to communicate well.”

“You don’t have to choose what you want to do right out of college. ... Being an English major is a great starting point for a number of areas including editing and the legal field.”

“The type of job with which you start out of college may end up not being your career. And that is really okay.”

“The best part about majoring in English is after you graduate you can branch out into many professions.”

Do an internship (Our program is working on one)

“I started an internship at the Rare Book Room of the Library of Congress ... less than a week after graduation. When my internship ended, I took my current position as the departmental assistant in the Law Library at Hogan and Hartson LLP in Washington, D.C.”

“Do an internship. It is perhaps the best thing you can do to test career goals, develop your professional network, and find job leads.”

“Intern while you are in college and don’t need a paying job to support you.”

“Jump into an internship the summer after graduation.”

Do what you love or enjoy

“Don’t become an English teacher as a ‘backup plan.’ If you love literature and you love writing, but you don’t see yourself in a classroom, then don’t become an educator.”

“Go out and pursue your dreams.”

“Follow what you truly want to do, because if you don’t believe in what you are doing, the long hours are not worth it.”

“It’s important to do something that you think you’ll enjoy, and if you don’t, you’ll at least have gained experience.”

“My advice is do what you love even if it means taking a pay cut.”

“Take something you love to do, even if you haven’t mastered it, and incorporate it into your career. The mastery will come with time.”

Use your writing and communication skills on the job

“Decide if you like writing. If you do, commit yourself to it.”



Kathleen Duenas, Division Secretary

“Effective communication is the key to so many positions. A solid background in writing is helpful in almost any field.”

“My ability to communicate well, both orally and through my writing, has set me apart from my colleagues (and some of my superiors).”

“Businesses want effective communicators.”

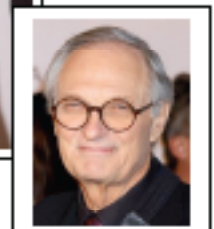
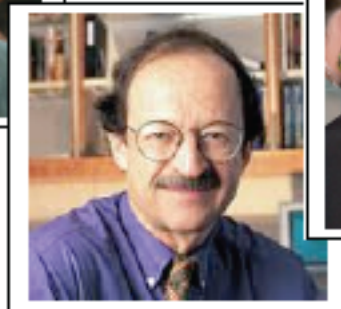
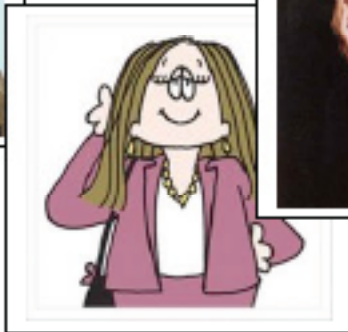
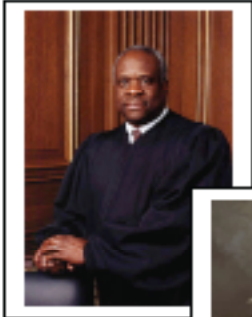
“The ability to write well is an asset in any field.”

“Writing has been incredibly useful in my career.”

*From The Website of the Department of English & Theatre Arts,
Hartwick College, Oneonta, NY 13820. March 2009. Accessed 9 Sept. 2014.*

*[http://www.hartwick.edu/Documents/ENGL/
ENGLISHAlumniSurveyReportMarch2008_3_.pdf](http://www.hartwick.edu/Documents/ENGL/ENGLISHAlumniSurveyReportMarch2008_3_.pdf)*

Famous English Majors — See Anyone You Know?



Top Row (from left to right): Clarence Thomas, Supreme Court Justice; Diane Sawyer, TV journalist; Carol Browner, former head of the Environmental Protection Agency and now chair of the Board of the National Audubon Society; Vin Diesel, actor; Geoffrey Rush, actor (we're not sure about the monkey); and Barbara Walters, TV host.

Middle Row: Julia Stiles, actress; Cathy Guisewite, cartoonist (we figured you'd recognize the cartoon better than her picture); Toni Morrison, writer, Pulitzer and Nobel Prize for Literature winner; Sting, singer, songwriter; Joe Paterno, legendary football coach; and Sally Ride, astronaut.

Bottom Row: Amerie, singer; Harrison Ford, actor; Stephen King, writer; Harold Varmus, Nobel Prize laureate, former head of the National Institutes of Health and now CEO of Memorial Sloan-Kettering Research Center; Jodi Foster, actress/activist; and Alan Alda, actor-activist.

Advisee's Name: _____

Catalog Year: _____

Emphasis: _____

Advisor: _____

ADVISEMENT CHECKLIST FOR ADVISOR AND ADVISEE

- 1. The student has the following necessary materials: A) Catalog B) Audit/Evaluation Report from Registrar.
- 2. The student has the Advisement Packet with the necessary worksheets and checklists.
 - A. Advisor Checklist—with advisor designated
 - B. Declaration of Major Form
 - C. Mapping Worksheet and Advisement Sheet: Total Credits Worksheet
 - D. Requirements Checklist for his or her catalog year
 - E. General Education Checklist
- 3. The Advisor has copies of the student's completed 1) Requirements Checklist and 2) Mapping Worksheet.
- 4. The Advisor has the student's full name and student ID number.
- 5. The student knows her or his academic major, specialization or emphasis, and credit requirements.
- 6. The student has taken care of her or his Math requirements (2016-2017 Catalog Statement: Students are not permitted to enroll in 300- or 400-level courses until they have completed MA085, (Level II), or MA084b, or any higher-level math course.
- 7. The student has identified a minor area or double major and knows the total credits necessary for graduation.
- 8. The student in English and Secondary Education has been advised or is being advised by her or his Education advisor even while you advise the student on English requirements.
- 9. DEAL staff advisor liaison has a copy of the student's Requirements Checklist and Advisement Overview Sheet.
- 10. The student has a timeline for her or his graduation goals.

Questions for Advisor-Advisee to Discuss

√ Have you finished your General Education requirements?

√ How close are you to completing your degree?

√ Are you satisfied with your grades?

√ Do you have to maintain a minimum GPA for financial aid, for your professional goals, or for scholarships or grants?

Frequently Asked Questions

Question 1: Can I enter upper-division courses without completing my math requirements?

Answer 1: No.

Q2. When should I declare a major?

A2. The 2010-11 Catalog states: “A student must declare a major by the beginning of the junior year (60 credits)” (41).

Q3. How do I declare a major?

A3. First, you should go to the Division Office of the major you desire and obtain a “Change of Major” form. This form is also available at Admissions and Records and in the Deans’ Offices.

Q4. Do I have to have a minor?

A4. No, a minor is optional. A minor, however, does enhance your major so as you consider a minor, think of what would enrich your experience overall experience here at UOG. If you have a double major, trying to take on a minor as well may be too heavy a burden to bear.

Q5. Where do I go after filling out my “Change of Major” Form?

A5. If you have a faculty member you would like for your advisor, make an appointment to see this faculty member, bringing your completed form along for her or his signature.

The English Division also has its Peer Support for Advisement System. Make an appointment with the Writing Gym and one of our Peer Supporters will get you started with an Advisement Packet and answer your questions.

If you have no preference for an advisor, the secretary will direct you to either the Chair of the Division or to another experienced faculty advisor who will help you to identify the right advisor for you.

Q6. Then what?

A6. You'll need to file your "Change of Major" form with the Registrar's office to document your new major.

Q7. What's the difference between an "application for a degree" and a "major declaration"?

A7. The application for a degree is an application to graduate. This is the form that starts your graduation process. After receiving this form, Admissions and Records will begin verifying that you have taken care of all graduation preliminaries, such as completing your major requirements and paying your fees. Your major declaration occurs usually during your sophomore or junior year and involves the "Change of Major" form referenced above.

Q8. How do I change advisors?

A8. Obtain a "Change of Advisor" form from the English Office. Have your new advisor sign the form and return it to the English Office. The English Office will alert the previous advisor of the change.

Q9. Under which catalog should I declare my major?

A9. The catalog in force at the time of your entrance is the catalog you will be using for your graduation requirements. You may elect to change your catalog in force to the one in force at the time you declare your major.

There is also an unwritten appeal process that the student may use to request to use a catalog from another year other than the year of entry or the year the major was declared. But the faculty advisor and Dean must support the appeal.

Q10. When I receive my Evaluation from the registrar's of my readiness to graduate, it states a year. Which catalog should I be using for the stated year?

A10. An example would be the most useful here. If your Eval says 2008, the question to ask first is when did you register? Fall 2008 or Spring 2008. If you registered in Spring 2008, then your catalog would be 2007-2008. If you registered Fall 2008, then your catalog would be 2008-2009.

Q11. What should I do if I lose all my checklists and paperwork?

A11. Your advisor may have a copy of your material. It would be wise to fill out your checklists with an e-copy for multiple back-ups. Your advisor may obtain e-forms via the Division secretary. There is always, of course, redoing your checklists.

Q12. How often should I see my advisor?

A12. You should visit with your advisor at least during two critical points in your degree process: 1) when you first declare, usually during your late sophomore or early junior year; and 2) at the end of your junior year.

Another good time is when you receive your audit of credits usually during the end of your junior year or the beginning of your senior year. This visit could coincide with visit 2 above.

You should also talk with your advisor should problems arise that upset your timeline for graduation.

Of course, visiting your advisor each semester from your date of declaration is wise to ensure your good progress. Remember that your advisor does more than just check your requirements. Advisor-advisee discussions can also enhance your professional and scholarly development.

Q13. What should I do if a course I need is not being offered when I need it?

A13. The English Division's careful advisement planning is meant to eliminate dilemmas such as the one you've mentioned. You may appeal for a course substitute or a course by conference. Approval, however, is not guaranteed. Often, a student will have to remain an extra length of time to take the course when it is offered. Better to plan ahead than to have to go for Plan B.



CHANGE OF ACADEMIC MAJOR/MINOR

INSTRUCTIONS TO STUDENT:

- (1) Print clearly and complete all information with blue or black ink.
- (2) Indicate the catalog you will be following. A change of major requires a student to follow the current catalog in force.
For more information, refer to the undergraduate catalog for program requirements (catalog in force).
- (3) See current major/minor advisor for signature.
- (4) See new major/minor advisor for signature.
- (5) Return completed form to Admissions & Records Office for processing.

Name: _____ Student ID#: _____

Daytime Contact #: _____ E-mail Address: _____

Request to Change Academic Major(s) and/or Minor(s): _____ Catalog Year: _____

Present Major(s): _____ Present Minor(s): _____

ADD Major: _____ ADD Minor: _____
(Indicate Track / Emphasis / Concentration / Specialty)

DROP Major: _____ DROP Minor: _____

Reason for Request: _____

Student's Signature & Date

Former Advisor's Signature & Date

New Advisor's Signature & Date

Revised: 11/2011



CHANGE OF ACADEMIC MAJOR/MINOR

INSTRUCTIONS TO STUDENT:

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- (2) Indicate the catalog you will be following. A change of major requires a student to follow the current catalog in force.
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ADD Major: _____ ADD Minor: _____
(Indicate Track / Emphasis / Concentration / Specialty)

DROP Major: _____ DROP Minor: _____

Reason for Request: _____

Student's Signature & Date

Former Advisor's Signature & Date

New Advisor's Signature & Date

The Big 5

In order to graduate, you need to satisfy the Big 5 credit categories.

Catalog Year: _____ Date: _____
Name of Student: _____ Advisor: _____
Academic Major & Emphasis: _____ Minor: _____

Big Five #1 = 124

Total Credits Required to Graduate

In order to graduate, you need to complete 124 credit hours.

These credits include those listed below.

Credits earned from 085 courses do not count toward the 124 requirement.

Big Five #2 = 55

Total General Education Credits Required

General Education credits can also fulfill both major and minor requirements.

However, the number of credits earned from a course can only be counted once toward the 124 requirement.

Big Five #3 = 36-48

Total English Major Credits

Varies according to major.

Credits that fulfill the major requirements can also be used to fulfill the minor requirements and vice versa.

However, the number of credits earned can only be counted once.

English for Education Emphasis: 42 Linguistics & ESL: 42

Literature Emphasis: 42

Big Five #4 = 18-47

Total Minor Credits

Varies according to major

Credits that fulfill the minor requirements can also be used to fulfill the major requirements and vice versa.

However, the number of credits earned can only be counted once.

English: 18 Writing: 18

Big Five #5 = 40

Total Upper Division Credits

In order to graduate, you need to complete 40 Upper Division credit hours.

Upper Division courses include 300 and 400 level courses.

English Major Requirements
English for Education Emphasis

Requires 42 Credit Hours beyond EN 110, EN 111, EN 210 or 213

Required Courses	Credit Hours/Date Completed
All of the following are required (27 Credits):	
EN225, Introduction to Literary Criticism (SP)	3 _____
EN314, British Literature (SP)	3 _____
EN317, American Literature (F)	3 _____
EN319, Advanced Composition (F)	3 _____
EN400, Rhetoric and Composition (SP)	3 _____
LN300, Introduction to Linguistics (F/SP)	3 _____
LN350, Linguistics and the Language Arts (F)	3 _____
LN385, Structure of English (SP)	3 _____
CO350, Public Speaking (SP)	3 _____
One of the following:	
<input type="checkbox"/> EN318, World Literature (F)	3 _____
<input type="checkbox"/> EN320, Ethnic American Literature (SP)	
<input type="checkbox"/> EN333, Literature of Guam, Micronesia, and the Pacific (F/Even Years)	
Choose 6 Credit Hours from: <i>(Choose Only 2 Courses, 1 of the 2 must be a 400+ level course)</i>	
<input type="checkbox"/> EN311, Creative Writing (F/SP)	3 _____
<input type="checkbox"/> EN321, The Poetic Tradition (SP/Odd years)	3 _____
<input type="checkbox"/> EN450, Environmental Literature (F)	3 _____
<input type="checkbox"/> EN460, Literatures in English (SP)	3 _____
<input type="checkbox"/> EN470, World Literatures in Translation (F/Even Years)	3 _____
<input type="checkbox"/> EN480, Literary Theory (F)	3 _____
Choose 6 Credit Hours from: <i>(Choose Only 2 courses)</i>	
<input type="checkbox"/> LN400, Applied Linguistics (F)	3 _____
<input type="checkbox"/> LN401, History of the English Language (SP/Even Years)	3 _____
<input type="checkbox"/> LN440, Topics in Linguistics (SP)	
<input type="checkbox"/> LN460, Introduction to Sociolinguistics (F/Odd years)	

**English Major Requirements
Linguistics & ESL Emphasis**

Required Courses

Credit Hours/Date Completed

Requires 42 Credit Hours beyond EN 110, EN 111

All of the following are required (24 credits)

LN 300, Introduction to Linguistics	3	_____
LN 350, Linguistics and the Language Arts	3	_____
LN 371, World Englishes	3	_____
LN 385, Structure of English	3	_____
LN 400/G, Applied Linguistics	3	_____
LN 401/G, History of the English Language	3	_____
LN 440/G Topics in Linguistics	3	_____
LN 460/G, Introduction to Sociolinguistics	3	_____

Electives:

18 credit hours, at least 15 at the 300- or 400- level

LN 101 Introduction to Language	3	_____
ED 280 Introduction to Biligualism/Biculturalism	3	_____
ED 480 Second Language Curriculum and Materials Development	3	_____
ED 481 Second Language Teaching Methodology	3	_____
Any 200-, 300-, or 400- level EN course	3	_____
LN 440/G Topics in Linguistics (if topic has changed)	3	_____

Note: Students double majoring in Secondary Education/ESL with the School of Education should take ED 280, ED 480, and ED 481 as part of their electives.

English Major Requirements
Literature Emphasis

A minimum of 124 credit hours must be completed for the Baccalaureate Degree that must include 40 Upper Division Credit Hours.

Required Courses **Credit Hours/Date Completed**

One of the following General Education Requirements:

__ EN 210, Introduction to Literature (F/SP/DE)	3	
__ EN 213, Literature, Myth, & Culture (SP/DE)		

Requires 42 Credit Hours beyond EN210 or EN213

EN225, Introduction to Literary Criticism (SP) 3	3	
LN300, Introduction to Linguistics (F/SP)	3	
EN314, British Literature (SP)	3	
EN317, American Literature (F)	3	
EN318, World Literature (F)	3	
EN480, Literary Theory* (F)	3	

One of the following:

__ EN311, Creative Writing (F/SP)	3	
__ EN316, Professional Writing (SP)		
__ EN319, Advanced Composition (F)		

One of the following:

__ EN461, Pacific Women Writers (SP/Even years)	3	
__ EN473, The Modern Japanese Novel (F/Odd years)		
__ EN333, Literature of Guam, Micronesia, and the Pacific (F/Even years)		

Elective Courses (18 Credit Hours)

Choose from any 300- or 400-level EN or LN Course, 9 credits of which must be chosen at the 400-level.

Elective 1:		3	
Elective 2:		3	
Elective 3		3	
Elective 4: (400)		3	
Elective 5: (400)		3	
Elective 6: (400)		3	

** Students successfully completing either ED 492 Practicum in Student Teaching or ED 498 Internship in Teaching may waive EN 480.*

English Minor Requirements

Total 18 Credit Hours

Required Courses**6 credits from the following:**

		Session/Date Completed
<input type="checkbox"/> EN210 Introduction to Literature	F/SP/DE	_____, or
<input type="checkbox"/> EN213 Literature, Myth, and Culture	SP/DE	_____, and
<input type="checkbox"/> LN101 Introduction to Language	F/SP	_____

Electives:**12 credit hours of EN or LN courses** (9 of which must be at the 300- or 400-level)

<input type="checkbox"/> EN210 Introduction to Literature	F/SP/DE	_____, or
<input type="checkbox"/> EN213 Literature, Myth, and Culture	SP/DE	_____, and
<input type="checkbox"/> EN225 Introduction to Literary Criticism	SP	_____

300- and 400-level EN and LN courses

<input type="checkbox"/> EN311 Creative Writing	F/SP	_____
<input type="checkbox"/> EN314 British Literature	SP	_____
<input type="checkbox"/> EN316 Professional Writing	SP	_____
<input type="checkbox"/> EN317 American Literature	F	_____
<input type="checkbox"/> EN318 World Literature	F	_____
<input type="checkbox"/> EN319 Advanced Composition	F	_____
<input type="checkbox"/> EN320 Ethnic American Literature	SP	_____
<input type="checkbox"/> EN321 The Poetic Tradition	SP/Odd	_____
<input type="checkbox"/> EN/WG323 Literature by Women	F	_____
<input type="checkbox"/> EN/AN 333 Literature of Guam, Micronesia, and the Pacific	F/Even	_____
<input type="checkbox"/> EN340 Major Authors	SP/Even	_____
<input type="checkbox"/> EN350 Literary Genres	F/Odd	_____
<input type="checkbox"/> EN360 Literary History	F	_____
<input type="checkbox"/> EN400 Rhetoric and Composition	SP	_____
<input type="checkbox"/> EN411 Advanced Creative Writing Workshop	SP	_____
<input type="checkbox"/> EN450 Environmental Literature	F	_____
<input type="checkbox"/> EN460 Literatures in English	SP	_____
<input type="checkbox"/> EN461 Pacific Women Writers	SP/Even	_____
<input type="checkbox"/> EN470 World Literatures in Translation	F/Even	_____
<input type="checkbox"/> EN473 The Modern Japanese Novel	F/Odd	_____
<input type="checkbox"/> EN480 Literary Theory	F	_____
<input type="checkbox"/> LN300 Introduction to Linguistics	F/SP	_____
<input type="checkbox"/> LN350 Linguistics and the Language Arts	F	_____
<input type="checkbox"/> LN371 World Englishes	F	_____
<input type="checkbox"/> LN385 Structure of English	SP	_____
<input type="checkbox"/> LN400/G Applied Linguistics	F	_____
<input type="checkbox"/> LN401 History of the English Language	SP/Even	_____
<input type="checkbox"/> LN440/G Topics In Linguistics	SP	_____
<input type="checkbox"/> LN440b/G Topics In Linguistics: Pragmatics	As resources permit	
<input type="checkbox"/> LN460/G Introduction to Sociolinguistics	F/Odd	_____

Writing Minor Requirements

Total 18 Credit Hours

The following courses are required of all writing minors.

Required Courses

		Session/Date Completed
<input type="checkbox"/> EN311 Creative Writing	F/SP	_____
<input type="checkbox"/> EN316 Professional Writing	SP	_____
<input type="checkbox"/> EN319 Advanced Composition	F	_____

Electives:

9 credits from the following

<input type="checkbox"/> CS200 Computer Applications	F/SP	_____, or
<input type="checkbox"/> BA130 Introduction to Computer Operations	F/SP	_____
<input type="checkbox"/> CO226 Reporting and Writing the News	F	_____
<input type="checkbox"/> CO336 Broadcast Journalism	F/Even	_____
<input type="checkbox"/> CO385 Print Media Experience	F/SP	_____
<input type="checkbox"/> AR240 Computer Graphic Design	F/SP	_____
<input type="checkbox"/> AR340 Digital Imaging Technique	F/SP	_____
<input type="checkbox"/> LN300 Introduction to Linguistics	F/SP	_____
<input type="checkbox"/> EN400 Rhetoric and Composition	SP	_____
<input type="checkbox"/> EN411 Advanced Creative Writing	SP	_____

English Major/Minor Mapping Advisement Worksheet

Emphasis: _____

Catalog Year: _____

Name: _____

Advisor: _____

Start Year, Semester: _____

Goal End Year, Semester: _____

Year 1 _____

Required English Courses: ___ EN 110; ___ EN 111

Fall Semester _____

Course	Credits completed	Grade earned

Intersession _____

Course	Credits completed	Grade earned

Spring Semester _____

Course	Credits completed	Grade earned

Summer _____

Course	Credits completed	Grade earned

Year 2 _____

Required English Courses: _____; _____; _____; _____;
_____; _____; _____; _____;

Fall Semester _____

Course Credits completed Grade earned

Course	Credits completed	Grade earned

Intersession _____

Course Credits completed Grade earned

Course	Credits completed	Grade earned

Spring Semester _____

Course Credits completed Grade earned

Course	Credits completed	Grade earned

Summer _____

Course Credits completed Grade earned

Course	Credits completed	Grade earned

Year 3 _____

Required English Courses: _____; _____; _____; _____;
_____; _____; _____; _____;

Fall Semester _____

Course	Credits completed	Grade earned

Intersession _____

Course	Credits completed	Grade earned

Spring Semester _____

Course	Credits completed	Grade earned

Summer _____

Course	Credits completed	Grade earned

Year 4 _____

Required English Courses: _____; _____; _____; _____;
_____; _____; _____; _____;

Fall Semester _____

Course	Credits completed	Grade earned

Intersession _____

Course	Credits completed	Grade earned

Spring Semester _____

Course	Credits completed	Grade earned

Summer _____

Course	Credits completed	Grade earned

MISSION ACCOMPLISHED!





STUDENT ADVISEMENT SHEET GENERAL EDUCATION REQUIREMENTS 2016-2017 CATALOG

As soon as you decide on a possible major, request to be assigned to an advisor in that field of study.

1. Students are advised to check the requirements for the major before taking General Education courses;
2. No one course may satisfy more than one General Education requirement;
3. Some of the courses listed have prerequisites; and
4. The faculty of each division shall determine whether any course taken to satisfy GE requirements may also count toward fulfillment of major and/or minor requirements. Although one course may satisfy both GE requirements and major/minor requirements, the number of credits granted is only the number for the one course.

General Education Category Requirements	Cr	Course Offered	GRADUATION PLANNING				COMPLETED	
			Sm & YR Planned	Sm & YR Planned	Sm & YR Planned	Sm & YR Planned	Grade Earned	Credit Hrs Completed

1. ESSENTIAL SKILLS (15 CREDIT HOURS)

English Writing Skills

6

EN110 Freshman Composition	3	F/SP/DE						
EN111 Writing for Research	3	F/SP/DE						
Subtotal								

Communication Skills

3

CO210 Fundamentals of Communication	3	F/SP						
Subtotal								

Mathematics

3 (Choose from any one of the following):

MA110 Finite Mathematics	3	F/SP						
MA115 Introductory College Algebra	3	F/SP						
MA161a College Algebra	3	F/SP						
MA161b College Trigonometry	3	F/SP						
MA165 Precalculus	5	F/SP						
MA203 Basic Calculus	5	F/SP						
Subtotal								

Statistics/Computer Skills

3 (Choose from any one of the following):

CS200 Computer Applications and Lab	3	F/SP						
CS201 Programming I	4	F/SP						
BA130 (IS101) Introduction to Computer	3	F/SP						
BA230 (IS201) Data Processing & Data Admin.	3	F/SP						
MA151 Introductory Statistics	3	F/SP/DE						
Subtotal								

2. THE ARTS AND CREATIVE EXPRESSION (6 CREDIT HOURS) Choose one course from the following:

EN210 Introduction to Literature	3	F/SP/DE/HYB						
EN213 Literature, Myth and Culture	3	SP/DE						
EN314 British Literature	3	SP						
EN323 Literature by Women	3	F/DE						
EN360 Literary History	3	F						
Subtotal								

And choose one course from the following:

3

AR101 Introduction to Art	3	F/SP						
AR102 Studio for Non-Majors	3	F/SP						
MU101 Music Fundamentals	3	F/SP						
MU106 Introduction to Music	3	F/SP/DE						
TH101 Introduction to the Theater	3	F/SP						
Subtotal								

3. GLOBAL STUDIES (3 CREDIT HOURS) Students must select one course from the following:

SO332 Globalization and Human Dynamics	3	SP/Even						
GE201 World Regional Geography	3	F/SP						
HII21 World History I	3	F/SP						
HII22 World History II	3	F/SP						
SW201 Social Welfare and Development: Global Challenges	3	F/SP						
Subtotal								



4. THE INDIVIDUAL AND SOCIETY (6 CREDIT HOURS) Choose one course from the following:

CO106 Introduction to Mass Communication	3	F/DE						
BA110 (EC211) Principles of Economics	3	F/SP						
GE101 Introduction to Geography	3	F/SP						
PS 100 Introduction to Citizenship	3	F/SP						
PS101 Introduction to Government & Politics	3	F/SP						
								Subtotal

And choose one course from the following: 3

AN101 Introduction to Anthropology	3	F/SP						
AN212 Cultural Anthropology	3	F						
LN 101 Introduction to Language	3	F/SP						
LN300 Introduction to Linguistics	3	F/SP						
PS202 Government in the United States	3	F/SP						
PY101 General Psychology	3	F/SP						
SO101 Introduction to Sociology	3	F/SP						
SO202 Contemporary Social Problems	3	F/SP						
WG201 Gender and Society	3	F/DE						
								Subtotal

Please meet with your advisor to discuss the following:

- 1) Help you plan and schedule your course
- 2) Ensure that you are meeting your general education requirements
- 3) Discuss your plans, goals, and career ideas

5. MODERN LANGUAGES (8 CREDIT HOURS)

1. Pass (2) semesters of the same language (other than English) from courses offered at UOG.								
2. Transfer the equivalent of two semesters of the same language (other than English) from an accredited institution of higher learning.								
3. Submit to the Dean of the College of Liberal Arts & Social Sciences proof of (a) being raised and receiving at least a primary education or (b) other evidence fluency								
4. Request credit by examination as per the University's policy.								
								Subtotal

6. PERSONAL DEVELOPMENT (3 CREDIT HOURS) Students must choose one course from the following:

CF230 Nutrition and Health	3	F/SP						
CF231 Human Nutrition for Health Professionals	3	SP						
HS200 Health & Wellness	3	F/SP						
PY100 Personal Adjustment	3	F/SP						
PE124 Individual Sports	3	F/Even						
PE125 Wilderness Sports and Adventure Education	3	F/Odd						
PE220 Team Sports	3	SP/Even						
								Subtotal

7. REGIONAL STUDIES (3 CREDIT HOURS) Students must select any one of the following courses:

AN320 People of the Pacific	3	SP						
AN/EN333 Literature of Guam, Micronesia	3	F/Even						
AN421 Cross-Cultural & Sociological Pro	3	F						
BI201 Natural History of Guam	3	F						
ED265 Culture and Education on Guam	3	F/SP						
GE401 Geography of the Pacific	3	F						
HI211 History of Guam	3	F/SP						
HI243 History of Micronesia	3	F						
HI371 History of East Asia to 1600	3	F/Even						
HI372 History of East Asia since 1600	3	SP/Odd						
HI444 Modern Pacific History from 1850	3	F/Even						
PS225 State and Territorial Government	3	F						
PS412 Politics of Micronesia	3	SP/Odd						
PY475 Micronesia and Mental Health	3	SP/Even						
SW110 Introduction to Community Service	3	F/SP						
SW410 Social Welfare and Social Develop	3	F						
								Subtotal



8. THE SCIENCES (8 CREDIT HOURS) Students must select any two introductory/basic courses with a three hour lab from among the following:
TROPICAL AGRICULTURAL SCIENCE COURSES

1) AG	4								
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BIOLOGY COURSES

1) BI	3								
2) BI (Lab)	1								

CHEMISTRY COURSES

1) CH	3								
2) CH (Lab)	1								

NATURAL SCIENCES COURSES

1) NS	3								
2) NS (Lab)	1								

PHYSICS COURSES

1) PH	3								
2) PH (Lab)	1								

AN222 Biological Anthropology	4	F/Even							
CF325 Textiles (Must include lab)	3	F							
CF325L	1								
GE203 Principles of Physical Geography	4	SP							
									Subtotal

9. SEARCH FOR MEANING (3 CREDIT HOURS) Student must choose one course from among the following:

PI Any Philosophy Course	3	F/S							
PS 326 Political Philosophy	3	F							
WG101 Introduction to Women and Gender	3	F/DE							
									Subtotal

TOTAL HOURS OF GENERAL EDUCATION REQUIRED 55

Total Hours Gen. Ed. Completed

COURSES REQUIRED OF ALL NEW FRESHMAN, BUT NOT A GENERAL EDUCATION REQUIREMENT

The College Success Seminar (ID) is **required** by all new first year students to help orient them to the resources available at the University of Guam and to assist individuals in becoming successful members of the campus community. This course is intended to help students make a successful transition into university life.

ID180 College Success Seminar	2	F/SP							
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NOTES:

ENGLISH AND APPLIED LINGUISTICS ADVISORS 2016-2017

FACULTY	OFFICE	PHONE	EMAIL	ADVISEMENT AREA
Dr. Kelley-Bowman, Elizabeth	EC-213A	735-2701	ebowman@uguam.uog.edu	Comparative Literature
Dr. Flores, Evelyn	EC-213E	735-2742	evelynflores@yahoo.com	American Lit; Pacific Lit & Secondary Ed
Dr. Garcia, Chris	EC-208A	735-2765	guamchrisgarcia@hotmail.com	Composition & Rhetoric
Dr. Gugin, David	EC-216D	735-2729	dlgugin@yahoo.com	Literature; Secondary Ed & Linguistics
Dr. Hahm, Hyun-Jong	EC-216B	735-2737	hhahm@uguam.uog.edu	Theoretical Linguistics; MA in English Advisor
Harmon, P.K.	EC-118F	735-2747	pkharmon@uguam.uog.edu	Colleague Advisor-Lit & Creative Writing
Dr. Long, Avizia	EC-118B	735-2718	aylong@indiana.edu	General & Sociolinguistics
Dr. Quan, Clarisa	EC-213F	735-2730	risaquan@yahoo.com	Applied Linguistics
Dr. Sant, Andrea	EC-117J	735-2736	asant10@gmail.com	Women's Literature
Dr. Santos-Bamba, Sharleen	EC-208B	735-2723	santossj@yahoo.com	English & Secondary Ed; Comp & Rhetoric
Dr. Schreiner, Christopher	EC-216C	735-2731	csscamel@yahoo.com	Theoretical Lit; Philosophy
Simpson-Warner, Carol	EC-208C	735-2727	simpsonwarner@uguam.uog.edu	English & Secondary Education
Thurber, Diane	EC-118D	735-2748	isis@guam.net	Literature
Dr. Vest, Jason	EC-216A	735-2735	japaves@yahoo.com	Literature; 21st-Century Lit/Sci-Fi/Film

