This handbook provides practical advice about your academic program and describes the requirements you must meet in order to graduate and to obtain a B.A. degree from the Clark Atlanta University Department of English. Read it through for an overview and refer to it whenever you have specific questions. May your years in the English Department be an intensely rewarding experience.
This handbook gives a brief overview of the English major requirements and a full description of all courses offered. You can contact the English Department office at any time for advisement or with any questions you may have. Please stop by the office in Haven-Warren Hall 100 or contact either of the persons below if we can help you further.

This handbook is written to explain the requirements, policies, and procedures of the English Department undergraduate program. It should be used as a general departmental guideline. For information on regulations of the School of Arts and Sciences, and on General Education requirements, consult the CAU Undergraduate Catalog on the official University website at www.cau.edu

Please visit our website for a complete listing of faculty and staff in our department.

https://www.cau.edu/Academics_English_Main.aspx
Dear English Majors and Minors:

I want to welcome you to Clark Atlanta University’s Department of English. The English Department is one of the largest and most vibrant departments in the University. We pride ourselves on being student-centered and promoting academic excellence in both our undergraduate and graduate programs. We have a number of outstanding professors and lecturers in the Department, all of whom will work toward making your time at Clark Atlanta University a positive and successful experience whether you are fulfilling University core requirements in composition and world literature, English course requirements for a B. A. in English degree or for a minor in English, or graduate course requirements for an M. A. in English.

In addition to our increasingly diverse academic program, the English Department also offers a number of extra-curricular activities and opportunities. All English majors and minors are invited to join the English Club, a social and service club. Students who maintain a 3.0 overall G.P.A. with at least a 3.2 average in English may wish to join our chapter of the Sigma Tau Delta International English Honor Society. Students may also participate in the annual Writers Workshop Conference, the James Weldon Johnson Scholarship Gala, and the African American Read-In, all sponsored by the English Department.

The English Department goes beyond hoping that you have a superior academic and extra-curricular experience at Clark Atlanta University: we will help ensure that you do. Once again, the faculty and staff of the CAU English Department welcome you.

Dr. Susan Protho Wright
Dr. Susan Protho Wright, Interim Chair
Department of English
Welcome!

The Undergraduate Program in English is full of possibilities. Every semester we offer a broad variety of courses spanning many critical perspectives, geographical zones, and historical periods. English is a dynamic, evolving field, always committed to the reexamination of older traditions and the exploration of newer ones. Of course, no matter what the topic may be, every English class is rooted in the challenges and pleasures of reading, writing, and thinking.

For English majors, we offer a program designed to cultivate both historical understanding and critical skills, grounded in current scholarship. In addition to the basic set of requirements, English majors can choose from an inventive array of course electives and specialized options.

For English minors and non-majors, our program provides all kinds of opportunities to explore the worlds of literature and culture. From Gilgamesh to Othello, Frederick Douglass to Toni Morrison, from Christopher Columbus to Thoreau, from Creative Writing to Advanced Grammar and Composition, there are courses to pique your intellectual curiosity and satisfy your desire to learn.

Feel free to take a look at our website and please contact us if you have any questions.

Willie L. Todd, Jr.
Willie L. Todd, Jr.
Undergraduate Program Coordinator
Clark Atlanta University

Clark Atlanta University is a comprehensive, private, urban, coeducational institution of higher education with a predominantly African-American heritage. It offers undergraduate, graduate, and professional degrees as well as certificate programs to students of diverse racial, ethnic, and socioeconomic backgrounds. It was formed by the consolidation of Atlanta University, which offered only graduate degrees, and Clark College, a four-year undergraduate institution oriented to the liberal arts.

The first President of Clark Atlanta University was Dr. Thomas W. Cole, Jr., who served concurrently as the President of both Atlanta University and Clark College prior to consolidation. In November 1987, after more than a year of discussion, the Boards of Trustees of Atlanta University and Clark College authorized an exploration of the potential advantages of closer working arrangements between the two institutions, including their consolidation into one university. In April 1988, the joint committee delivered its report entitled Charting A Bold New Future: Proposed Combination of Clark College and Atlanta University to the Boards for ratification. The report recommended that the two schools be consolidated into a single institution. On June 24, 1988, the Boards of both Clark College and Atlanta University made the historic decision to consolidate the two institutions, creating Clark Atlanta University. The new and historic University inherits the rich traditions of two independent institutions, connected over the years by a common heritage and commitment; by personal, corporate and consortia relationships; and by location.

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman’s Bureau, was, before consolidation, the nation’s oldest graduate institution serving a predominantly African-American student body. By the late 1870s, Atlanta University had begun granting bachelor’s degrees and supplying black teachers and librarians to the public schools of the South. In 1929-30, it began offering graduate education exclusively in various liberal arts areas, and in the social and natural sciences. It gradually added professional programs in social work, library science, and business administration. At this same time, Atlanta University affiliated with Morehouse and Spelman Colleges in a university plan known as the Atlanta University System. The campus was moved to its present site, and the modern organization of the Atlanta University Center emerged, with Clark College, Morris Brown College, and the Interdenominational Theological Center joining the affiliation later. The story of the Atlanta University over the next twenty years from 1930 includes many significant developments. The Schools of Library Science, Education, and Business Administration were established in 1941, 1944, and 1946 respectively. The Atlanta School of Social Work, long associated with the University, gave up its charter in 1947 to become an integral part of the University. In 1957, the controlling Boards of the six institutions (Atlanta University; Clark, Morehouse, Morris Brown and Spelman Colleges; and Gammon Theological Seminary) ratified new Articles of Affiliation. Unlike the old Articles of 1929, the new contract created the Atlanta University Center. The influence of Atlanta University has been extended through professional journals and organizations, including Phylon and the National Association for the Advancement of Colored People, for both of which Dr. W.E.B. DuBois, a member of the faculty, provided leadership.

Clark College was founded in 1869 as Clark University by the Freedmen’s Aid Society of the Methodist Episcopal Church, which later became the United Methodist Church. The University was named for Bishop Davis W. Clark, who was the first President of the Freedmen’s Aid Society and became Bishop in 1864. A sparsely furnished room in Clark Chapel, a Methodist Episcopal Church in Atlanta’s Summerhill section, housed the first Clark College Class. In 1871, the school relocated to a new site on the newly purchased Whitehall and McDaniel Street property. In 1877, the School was chartered as Clark University.

An early benefactor, Bishop Gilbert Haven, visualized Clark as the "university" of all the Methodist schools founded for the education of freedmen. Strategically located in the gateway to the South, Clark was founded to "give tone" to all of the other educational institutions of the Methodist Episcopal Church providing education for Negro youth. After the school had changed locations several times, Bishop Haven, who succeeded Bishop Clark, was instrumental in acquiring 450 acres in South Atlanta, where in 1880 (the institution relocated in 1883) the school conferred its first degree. Also in 1883, Clark established a department, named for Dr. Elijah H. Gammon, known as Gammon School of Theology, which in 1888 became an independent theological seminary and is now part of the Interdenominational Theological Center.

For purposes of economy and efficiency, during the 1930’s, it was decided that Clark would join the Atlanta University Complex. While students on the South Atlanta campus fretted over final examinations in the winter of 1939, work was begun across town on an entirely new physical plant adjoining Atlanta University, Morehouse College, and Spelman College.

During the 1980s some of the advantages of proximity, which had seemed promising earlier, again became evident. Clark College and Atlanta University through consolidation preserved the best of the past and present and "Charted a Bold New Future." Clark Atlanta University was created on July 1, 1988.

Dr. Carlton E. Brown became the third President for Clark Atlanta University on August 1, 2008.
The Department of English is one of the largest units in the School of Arts and Sciences. Its fourteen (14) full-time professors who collectively teach both undergraduate and graduate courses. The English Department offers a varied and rich curriculum to both undergraduates and graduate students. The department is particularly proud of its multicultural approach to teaching literature and its efforts to expand the curriculum to include Asian, Africana, Caribbean and Native American literatures. The English Department offers courses that satisfy the University’s core requirements in English and the humanities and prepare students for the Bachelor of Arts and the Master of Arts degrees in English. It also offers courses that fulfill the requirements in linguistics and literature for graduate degrees in African-American Studies and the interdisciplinary Doctor of Arts in Humanities (DAH). Each semester, numerous students take undergraduate and graduate classes in English composition, linguistics, and a variety of literature courses, including British, American, Africana, African-American, and ethnic American literature. The English Department also sponsors extracurricular activities and organizations that enhance the cultural and academic climate of Clark Atlanta University and the Atlanta community. Foremost among them is the annual Writers Workshop Conference, winner of the 1993 Governor’s Award in the Humanities. Other activities are the African-American Read-In (an affiliate of the National Council of Teachers of English, NCTE), the Charles Waddell Chesnutt Association (an affiliate of the American Literature Association), and the annual James Weldon Johnson Gala (a fund-raiser for the department).

**Rationale for the English Major**

What does it mean to study English today? The English Department engages that question by offering its students the opportunity to explore literary texts written in Old English, Internet texts, American novels, African-American literature, Science Fiction, modern poetry, Shakespeare etc.—all kinds of “literatures” written in English. We study the complex interactions among literature, culture and history. At the heart of literary study lies the simple yet striking recognition that language constitutes both a technology of thought and a constituent of human reality. The major in English transforms this recognition into a program of study that develops the critical skills required to negotiate complicated literary and cultural texts. Together, we spend time working on questions like these: (1) how do historical and cultural contexts lend written texts their intelligibility and convey their strange power? (2) How do gender and minority discourses inform our understanding of literature? (3) How does the study of English engage the public sphere in its intersection with other fields, such as cognitive science, social science and information science?

What can one "do" with a degree in English? Graduate and professional schools and employers seek people who can read, write, speak, and analyze the basic skills acquired by our English majors. Students who study English learn how to think, and to critically. They are trained to read a variety of literary and cultural works from across centuries and continents and to write proficient and lively arguments. English majors learn about how the past informs the present, become "keepers" of past works and present cultures, and leave college thinking and feeling more deeply about life and how to live it.

Our program is a coherent and comprehensive program of literary studies leading to the Bachelor of Arts degree. The program is academically oriented, providing thorough preparation for graduate studies, and is a strong program for those students desiring a broad liberal arts background. The English major provides the opportunity to develop skills in writing and in critical reading.
If you elect to change your major to English from another major, you must secure a “Change of Major” form either from the English Department office or the Registrar’s office in Trevor-Arnett. Once you complete the form, please take it to your Academic program advisor who will help you with program planning and, if you have transferred from another institution, with petitioning to have any eligible classes applied towards the requirements for the English major. Also bring an unofficial transcript available from BANNER.

Division of Humanities
DEPARTMENT OF ENGLISH
Haven-Warren Hall, Room 100
Telephone: 404-880-8169

The mission of the Department of English is to prepare students to demonstrate mastery of the English language and to interpret and appreciate the human condition through the study of literature (poetry, fiction, drama and the essay). The department’s mission supports the mission of the University in that it seeks to prepare students to become “productive and creative students who excel in their chosen careers and who become responsible citizens in their communities and the world.”

Thus, the department expects its students, specifically majors, to engage in research that will contribute to the body of knowledge about the use of the English language and the critical interpretation of literary texts. With information and skills, English majors are expected to strive for and achieve excellence and to devote their lives to enhancing humanity. In addition to its service role, the Department of English offers courses leading to a Bachelor of Arts degree in English.

To support its mission, the Department of English is committed to providing an academic environment that will promote the following objectives:

1. To create strategies for students to achieve competency in reading, writing and speaking standard English;
2. To provide opportunities for students to enhance their knowledge of English and American literary masterpieces;
3. To assist students in cultivating an awareness of and a responsiveness to the literatures of diverse cultures, such as African-American, Asian, Caribbean and Native American;
4. To assist students in their development of analytical and critical thinking and writing skills;
5. To teach students the importance of the role of literature and language in their development of self and career;
6. To foster an understanding within students of the virtues of self-discipline, responsibility, leadership, and social justice;
7. To provide opportunities for students to do research in the areas of writing, linguistics, and literature;
8. To provide opportunities for students to share their research through participation in forums, seminars, and publications.
### DEGREE REQUIREMENTS

In addition to satisfying the University’s core curriculum, all English majors must complete the following requirements in order to obtain the Bachelor of Arts degree in English: (1) four semesters of one foreign language; (2) TWO semesters of world literature, English 201 and 202 for English majors; (3) three semesters of seminar, English 231, 331, and 431; (2) successfully pass the English Comprehensive Examination with a minimum score of 70; and, (3) a senior thesis with a minimum of fifteen (15) pages. A complete listing of courses required by the English major can be found below:

### BACHELOR OF ARTS IN ENGLISH

#### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENG 201</td>
<td>World Literature I for English majors</td>
</tr>
<tr>
<td>CENG 202</td>
<td>World Literature II for English majors</td>
</tr>
<tr>
<td>CENG 202/210</td>
<td>Literary Forms</td>
</tr>
<tr>
<td>CENG 202/231</td>
<td>Sophomore Seminar</td>
</tr>
<tr>
<td>CENG 202 311</td>
<td>Advanced Grammar and Composition</td>
</tr>
<tr>
<td>CENG 313</td>
<td>Survey of Major British Writers I</td>
</tr>
<tr>
<td>CENG 314</td>
<td>Survey of Major British Writers II</td>
</tr>
<tr>
<td>CENG 315</td>
<td>Survey of Major US Writers I</td>
</tr>
<tr>
<td>CENG 316</td>
<td>Survey of Major US Writers II</td>
</tr>
<tr>
<td>CENG 331</td>
<td>Junior Seminar</td>
</tr>
<tr>
<td>CENG 409</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>CENG 418</td>
<td>History of the English Language</td>
</tr>
<tr>
<td>CENG 331</td>
<td>Senior Seminar</td>
</tr>
<tr>
<td>CENG 459</td>
<td>African-American Literature I</td>
</tr>
<tr>
<td>CENG 460</td>
<td>African-American Literature II</td>
</tr>
</tbody>
</table>

#### Electives: Four courses total (two from each group) from the two groups listed below:

<table>
<thead>
<tr>
<th>GROUP I (TWO COURSES)</th>
<th>GROUP II (TWO COURSES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENG 320: Renaissance Literature</td>
<td>CENG 318: Colloquium</td>
</tr>
<tr>
<td>CENG 321: The Romantic Period</td>
<td>CENG 350: Technical Writing</td>
</tr>
<tr>
<td>CENG 322: The Victorian Period</td>
<td>CENG 357: Folk Literature</td>
</tr>
<tr>
<td>CENG 417: Methods of Teaching English in the Secondary Schools</td>
<td>CENG 358: Southern Fiction</td>
</tr>
<tr>
<td>CENG 419: Linguistics</td>
<td>CENG 367: Baldwin</td>
</tr>
<tr>
<td>CENG 461: Modern Literature</td>
<td>CENG 397: Independent Study and Research</td>
</tr>
<tr>
<td>CENG 463: Medieval English Literature</td>
<td>CENG 412: Creative Writing</td>
</tr>
<tr>
<td>CENG 466: Restoration &amp; 18th Literature</td>
<td>CENG 413: Autobiography and Biography</td>
</tr>
<tr>
<td></td>
<td>CENG 468: Internship</td>
</tr>
</tbody>
</table>
The English Department encourages all majors to meet with their advisor(s) regularly. We also encourage potential majors to speak with a faculty advisor or member before declaring their major.

All first-year and transfer students are to be advised by Prof. Gwendolyn Morgan. After being advised, the student is required to provide a copy of the Web Registration Form to the English Undergraduate Coordinator to be filed in their departmental advisement folder. All other majors (including transfer students) are to be advised by Prof. Willie L. Todd, Jr., HW 104-A, 404-880-8175, wtodd@cau.edu.

You should meet with your advisor AT LEAST once per semester to discuss available courses as well as options and specializations within the major. Advisors can also provide guidance concerning your plans for a career or graduate school.

If at any time you have a question or a suggestion concerning advisement, please feel free to contact one of the primary advisors.

The English department is aware that there are many constraints on a student’s ability to plan and secure a coherent major, most especially when courses are available. However, planning in advance helps to make your undergraduate experience more successful, interesting, and hassle-free. In planning your major, try to keep in mind the following:

**Sequencing of courses:** In general, it is wise to complete required classes early on in your program. Classes specified as requirements mean that the department considers them to be fundamental to your major and therefore useful in providing you with important foundational material. You may want to take a course in literary or cultural theory early in your progress so you can apply it to your later course. Think, as well about taking courses that make a coherent and interesting quarter (and, ideally, year). That is, try to combine courses in a particular period of English literature with a course in history on the same period, with a course in art history on the same period, and/or with a course in another language (in translation or not) on the same period. For example, a course on Renaissance drama might be combined with a history course on the English Renaissance (or Italian, or French Renaissance), with a course on Renaissance painting, and/or a literature course on the Harlem Renaissance. Alternatively, try to take courses that vary historically but address similar questions, genres, styles. For example, a course on English romantic poetry might be paired with a course on revolutions (in history or political science), and/or with a class on feminist approaches to social change.

**Balance in course selection:** Where possible, give some thought to the kinds of course you are taking in a given quarter in terms of workload. In terms of courses within the major, you can assume that any course will be writing intensive, but different courses require different amounts and kinds of reading. When balancing English classes with classes outside your major, try not to take 4 reading/writing-intensive courses at once. Where possible, balance large lecture courses with smaller discussion classes. Think, too, about getting to know as wide a range of English professors as possible and as early on as possible. This helps you identify the kinds of professor with whom you might wish to study in a more concentrated fashion later on.

Below is what a schedule of courses required for the English major might look like for a student who plans to graduate in four years. Other courses taken to satisfy General Education and University requirements would be taken in addition to these courses.

The following outline illustrates how courses may be arranged for a degree in English. This is a suggested model, not a mandatory one. Although the model reflects a four-year plan, some students may require four and one-half or five years to complete the degree.
# The Undergraduate Program in English

## Bachelor of Arts in English (124 Hours)

### Freshman Year

<table>
<thead>
<tr>
<th>FIRST SEMESTER: 16 Hours</th>
<th>SECOND SEMESTER: 17 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CBIO 101: Biological Science (3)</td>
<td>CPHY 102: Physical Science (4), OR</td>
</tr>
<tr>
<td>CGED 100: First Year Seminar (1)</td>
<td>CPHY 104: Earth Science (4)</td>
</tr>
<tr>
<td>CCIS 100: Information Technology and Computer Applications (3)</td>
<td>CPHY 104L: Earth Science Lab (0)</td>
</tr>
<tr>
<td>CENG 105: College Composition I (3)</td>
<td>CGED 101: First Year Seminar II (1)</td>
</tr>
<tr>
<td>CMAT 103: Elementary Algebra (3), OR</td>
<td>CENG 106: College Composition II (3)</td>
</tr>
<tr>
<td>CMAT 105: Pre-Calculus I (3)</td>
<td>CMAT 104: Algebra and Applications (3), OR</td>
</tr>
<tr>
<td>CHIS 201: U.S. Africa and the World I (3)</td>
<td>CMAT 106: Pre-Calculus II (3)</td>
</tr>
<tr>
<td>CHIS 202: U.S. Africa and the World II (3)</td>
<td>CENG 106: College Composition II (3)</td>
</tr>
<tr>
<td>CSTA 101: Fundamentals of Speech (3)</td>
<td></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>FIRST SEMESTER: 15 Hours</th>
<th>SECOND SEMESTER: 15 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENG 210: Literary Forms (3)</td>
<td>CENG 202: Introduction to World Literature II for English Majors (3)</td>
</tr>
<tr>
<td>CENG 201: Introduction to World Literature I for English Majors (3)</td>
<td>CENG 314: Survey of Major British Writers II (3)</td>
</tr>
<tr>
<td>CENG 313: Survey of Major British Writers I (3)</td>
<td>CPHI /CREL: Philosophy/Religion Requirement—Critical Thinking (3)</td>
</tr>
<tr>
<td>CENG 231: Sophomore Seminar (2)</td>
<td>______ Foreign Language Requirement (3)</td>
</tr>
<tr>
<td>CPED 101/2: Physical Education Requirement (1)</td>
<td>______ Social Science Requirement (3)</td>
</tr>
<tr>
<td>______ Foreign Language Requirement (3)</td>
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</tbody>
</table>

### Junior Year

<table>
<thead>
<tr>
<th>FIRST SEMESTER: 15 Hours</th>
<th>SECOND SEMESTER: 17 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENG 311: Advanced Grammar and Composition (3)</td>
<td>CENG 316: Survey of Major United States Writers II (3)</td>
</tr>
<tr>
<td>CENG 315: Survey of Major United States Writers I (3)</td>
<td>CENG 418: History of the English Language (3)</td>
</tr>
<tr>
<td>CENG 409: Shakespeare (3)</td>
<td>CENG 331: Junior Seminar (2)</td>
</tr>
<tr>
<td>CPSY 211: General Psychology (3)</td>
<td>CHUM: Humanities Requirement (3)</td>
</tr>
<tr>
<td>______ Foreign Language Requirement {300 level or above} (3)</td>
<td>CENG ______ English Elective (3)</td>
</tr>
<tr>
<td>______ Foreign Language Requirement {300 level or above} (3)</td>
<td>______ Foreign Language Requirement</td>
</tr>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>FIRST SEMESTER: 17 Hours</th>
<th>SECOND SEMESTER: 12 Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENG 459: African American Literature I (3)</td>
<td>CENG 460: African American Literature II (3)</td>
</tr>
<tr>
<td>CENG 431: Senior Seminar (2)</td>
<td>CENG ______ English Elective (3)</td>
</tr>
<tr>
<td>CENG ______ English Elective (3)</td>
<td>______ General Elective (3)</td>
</tr>
<tr>
<td>CENG ______ English Elective (3)</td>
<td>______ General Elective (3)</td>
</tr>
<tr>
<td>______ General Elective (3)</td>
<td>______ General Elective (3)</td>
</tr>
<tr>
<td>______ General Elective (3)</td>
<td></td>
</tr>
</tbody>
</table>

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*Note: The table above outlines the course requirements for a Bachelor of Arts in English, including the first, second, and third years. The program spans over three years, totaling 124 hours.*
The Undergraduate Program in English

REQUIREMENTS FOR THE ENGLISH MINOR

An academic minor is a coherent program of courses in some field or group related fields other than a student’s major. A minimum grade point average of 2.50 is required for the English minor. Following is a list of the courses that constitute an English minor, all of which are beyond the general education core requirements. The minor consists of eighteen credits (six courses) in English. Of these, three credit hours (ONE course) must be from the list of electives (the course can be from either group) listed below.

1. **CENG 210:** Literary Forms  
   3 credit hours

2. **CENG 313:** Survey of Major British Writers I  
   **OR**
   **CENG 314:** Survey or Major British Writers II  
   3 credit hours

3. **CENG 311:** Advanced Grammar and Composition  
   3 credit hours

4. **CENG 315:** Survey of Major U.S. Writers I  
   **OR**
   **CENG 316:** Survey of Major U.S. Writers II  
   3 credit hours

5. **CENG 459:** African-American Literature I  
   **OR**
   **CENG 460:** African-American Literature II  
   3 credit hours

**ONE ENGLISH ELECTIVE**  
To complete the elective requirement for the English Minor, you are required to choose ONE course from EITHER group.

**GROUP I**

- **CENG 320:** Renaissance Literature  
  3 credit hours
- **CENG 321:** The Romantic Period  
  3 credit hours
- **CENG 322:** The Victorian Period  
  3 credit hours
- **CENG 417:** Methods of Teaching English in Secondary Schools  
  3 credit hours
- **CENG 419:** Linguistics  
  3 credit hours
- **CENG 461:** Modern Literature  
  3 credit hours
- **CENG 463:** Medieval English Literature  
  3 credit hours
- **CENG 466:** Restoration and English-Eighteenth-Century Literature  
  3 credit hours

**GROUP II**

- **CENG 318:** Colloquium  
  3 credit hours
- **CENG 350:** Technical Writing  
  3 credit hours
- **CENG 357:** Folk Literature  
  3 credit hours
- **CENG 358:** Southern Fiction  
  3 credit hours
- **CENG 367:** Baldwin  
  3 credit hours
- **CENG 397:** Independent Study and Research  
  3 credit hours
- **CENG 412:** Creative Writing  
  3 credit hours
- **CENG 413:** Autobiography and Biography  
  3 credit hours
- **CENG 468:** Internship  
  3 credit hours

REVISED Spring 2011
The Undergraduate Program in English

ENGLISH IN PREPARATION FOR LAW SCHOOL

The Political Science and English Departments highly recommend the following courses for any student interested in attending law school.

- CPHI 105: Critical Thinking
- PSC 219: American Government & Politics
- PSC 374: Principles of Constitutional Law
- CENG 311: Advanced Grammar and Composition
- Any upper level mathematics course

Refer to the appropriate sections of the University catalog for prerequisites and course descriptions for the above listed courses.

GUIDELINES FOR THE SENIOR THESIS

The Department of English of Clark Atlanta University requires of each English major a satisfactory senior paper as a departmental requirement for graduation. The Senior Thesis Coordinator serves as the liaison between the chairperson and the advisors. The Senior Thesis Coordinator also confers with the students, as needed, to assist them in meeting deadlines and in completing the paper.

I. Purpose and Nature of the Senior Thesis

A. The senior thesis is to provide evidence of excellence in writing, independent thinking, and research.

B. The senior thesis should emphasize the synthesis of major-related courses and experiences, rather than detailed research in one area. If a non-literary topic is the focus of investigation, the thesis must be consistent with literary or linguistic approaches to that topic.

C. The senior thesis, along with other criteria, verifies for the Department the performance level achieved by its majors. It becomes part of the permanent record of the student in the Department.

II. General Description of the Senior Thesis

A. The senior thesis is required of all English majors. The paper will be coordinated by the senior paper coordinator. Majors who do not complete the paper satisfactorily are not eligible to graduate. Students’ satisfactory completion of the senior thesis earns two (2) hours of college credit in English 431, Senior Seminar.

B. The senior thesis should be submitted as a well-documented manuscript of a minimum of fifteen to twenty pages of substantive content, which reflects sound judgment and clear thinking in the interpretation of the primary and secondary research material. Further, the thesis should reflect the student’s mature and logical organization in writing, creativity and originality in the presentation of ideas and concepts, and well informed decisions in the selection of a minimum of eight to ten research sources.

C. The senior thesis will include a separate title page, outline, endnote and works cited page, properly executed according to the guidelines set forth in the most current edition of the *MLA Handbook for Writers of Research Papers*. Students should confer with advisors for assistance with citations and documentation.
III. Procedures for Submitting the Senior Thesis

A. Writers should choose a faculty advisor within the Department within the first few weeks of school during the fall semester of their junior year.

B. Writers should select a second reader, with the guidance of the advisor.

C. Writers, with the guidance of the advisor, should decide on a research topic.

D. Writers should submit topic to the senior coordinator.

E. Writers should seek guidance from the advisor and the second reader during each step of the writing process.

F. Writers should follow specific guidelines and time schedules for submitting the thesis.

G. Writers should submit to the advisor, on or before the deadline, three copies of the senior thesis (one for the advisor, one for the second reader and, one to be archived in the English Department).

IV. Procedures for Evaluating the Senior Thesis

A. The senior thesis will be evaluated by the advisor and by one other faculty member (the second reader). The second reader will be chosen by the advisor and the student. In case of a divided vote, a third reader, selected at random by the senior paper coordinator, will evaluate the thesis.

B. The evaluation terms Satisfactory or Unsatisfactory will be used. At least a B-level performance on all aspects of the paper will be required for the thesis to receive a Satisfactory rating.

C. If a thesis is evaluated as unsatisfactory, the faculty readers rendering that judgment will be responsible for helping the student to correct the problems which were the basis for the negative evaluation. The thesis then can be resubmitted.

D. If the student does not submit a satisfactory paper by the appropriate final deadline date, the student will receive an I (Incomplete) grade for Senior English seminar for the semester and, therefore, will not be able to graduate.

E. The thesis will be written according to meet the MLA guidelines. All advisors and evaluators will apply the same standards for evaluation.

V. Faculty/Advisor’s Role in Assisting Students

A. The advisor should be chosen during the junior year and will confer with the student during the first thirty days of the fall semester of the junior year about choosing a topic and beginning research.

B. The advisor will supervise all phases of the writing of the paper.

C. The advisor will accept from the student three copies of the final paper, one of which will be in hardcover for the English Department.

D. The advisor will be responsible for conferring with the second reader and the senior thesis coordinator about the evaluation.
V. Faculty/Advisor's Role in Assisting Students

E. The advisor will evaluate the senior thesis for its evidence of critical thinking in the interpretation of materials and its mature, logical organization of ideas.

F. The advisor will give results of evaluation to the senior thesis coordinator on designated forms properly signed and dated within seven days after submission of the third draft.

VI. Senior Thesis Coordinator’s Role

A. The coordinator serves as a liaison between the chairperson and the advisor.

B. The coordinator has the responsibility of making guidelines and time schedules available to advisors and students.

C. The coordinator keeps the advisors as well as the students apprised of the deadlines.

D. The coordinator keeps the department chairperson up-to-date on the progress of all students during the writing process.

E. The coordinator confers with the advisor(s) and makes objective comments on the paper.

F. The coordinator confers with students, as needed, to assist in meeting deadlines and completing the paper.

G. By the deadline, the coordinator files in the Department copies of the final thesis along with the Senior Thesis Evaluation form, properly signed and dated.

H. The coordinator has the responsibility for insuring and assuring that all papers comply with departmental requirements and standards.
The Undergraduate Program in English

SENIOR EXAMINATION

A 130-item objective test composed of questions about many of the works, authors, periods, and terms studied in the required courses of the English major. The Senior Examination is constructed by faculty of the English Department and is administered by the Undergraduate Program Coordinator. **Seniors have three opportunities to pass the test during one academic year.** A minimum score of 70% is required to pass to graduate.

HONORS PROGRAM

The Honors Program is designed for students whose high school or college accomplishments indicate superior intellectual ability, motivation, and openness of mind and is open to students in all majors. To encourage these students in inquiry, creative thinking, and high scholarship, the Honors Program emphasizes breadth and depth of knowledge by nurturing intellectual independence. Class discussion, question and answer sessions, organized debates, student-initiated research projects and presentations by groups and individuals help Honors Program students become self-directed. Students are encouraged to develop their personalities and to pursue non-academic interests.

Honors courses are offered to supplement the regular course offerings. They are more than accelerated; they are designed with the gifted student in mind. Typically, 15 to 20 students are enrolled in an honors core course taught by a program-approved professor. Students participating in this program have special opportunities to participate in scholarly projects, studies abroad, internships, conferences, and special research. English majors enrolled in the program may use their English Senior thesis as their Honors Senior project.

The Director of the Honors Program is Dr. Isabella Jenkins. She can be reached at (404) 880-6100 or ijenkins@cau.edu. You may also stop by to visit Dr. Jenkins in HBCU Trailer #14.
COURSE DESCRIPTIONS

CENG 201 and 202: Introduction to World Literature I and II 3 credits each
(Offered each semester for English Majors)
Selected world masterpieces, with emphasis on Western civilization and historical, literary, and philosophical antecedents of twentieth-century United States culture. Introduces concepts and vocabulary required for reading, analyzing, and interpreting literature. CENG 201 explores literature from the beginnings to the Renaissance, and CENG 202, the Renaissance to the present. Prerequisite: “C” or above in CENG 105 and CENG 106 or H-ENG 105 and H-ENG 106.

CENG 210: Literary Forms 3 credits
Introduction to the techniques of reading literature and writing about literature. English 210 includes the study of genre, rhetorical and literary devices, literary research and documentation.

CENG 231: Sophomore Seminar 3 credits
Opportunity for majors to acquire career preparation and additional academic enrichment.

CENG 311: Advanced Grammar and Composition 3 credits
An advanced course in expository, descriptive, persuasive, and narrative writing, with emphasis on grammar, punctuation, and mechanics.

CENG 313 and 314: Survey of Major British Writers I and II 3 credits each
A study of authors whose lives, writings, and philosophies represent major stages in the literature of Great Britain. ENG 313 covers early British literature through the Renaissance; CENG 314 covers the Restoration to the present. CENG 313 includes writers such as Chaucer, Shakespeare, and Milton; ENG 314 includes writers from Dryden to Eliot.

CENG 315 and 316: Survey of Major United States Writers I and II 3 credits each
A chronological study of major writers in the United States from the eighteenth century to the present. ENG 315 explores early American writers, including Wheatley, Emerson, Irving, Poe, and Hawthorne. CENG 316 covers the literature from 1865 to the present; Whitman, Frost, Wright, Faulkner, Brooks and Morrison are included.

CENG 318: Colloquium 3 credits
An exploration of selected authors and literary works depending on the interests of faculty and students in the department.

CENG 320: Renaissance Literature 3 credits
A survey of major genres, authors, and social and philosophical changes in sixteenth-century England. Included are writers such as Wyatt, Spenser, Marlowe, Kyd, Bacon, Donne, and Johnson.

CENG 321: The Romantic Period 3 credits
A study of general characteristics of the period and its intellectual and cultural focus. Wordsworth, Coleridge, Byron, Shelley, and Keats are some of the authors included.

CENG 322: The Victorian Period 3 credits
A study of major essayists, novelists, playwrights, and poets from 1832 to 1901.

CENG 331: Junior Seminar 3 credits
Opportunity for majors to acquire career preparation and additional academic enrichment. Research skills are discussed with intense focus on encouraging students to meet with their advisors to solidify a topic for the Senior Thesis.

CENG 350: Technical Writing 3 credits
An emphasis on oral and written skills for technical communication. English 350 covers the basic forms of technical writing, including reports, abstracts, letters, and illustrations. Prerequisite: “C” or above in CENG 105 and CENG 106 or H-ENG 105 and H-ENG 106.

CENG 357: Folk Literature 3 credits
An introduction to folklore, emphasizing folk literature and the comparison of various ethnic groups. Both oral and written literature are studied, including riddles, nursery rhymes, fairy tales, superstitions, legends, and popular sayings.

CENG 358: Southern Fiction and Folk Literature 3 credits
A study of representative works of southern writers, with concentration on nineteenth and twentieth-century works by and about southerners. Emphasis is on creative works published after the Civil War.
CENG 397: Independent Study and Research 3 credits
An opportunity for all majors to conduct guided research on an author, era, or issue in literary studies. Depending on faculty availability, students may combine these aspects to reflect their particular interests.

CENG 409: Shakespeare 3 credits
A study of representative plays, including histories, tragedies, romances and comedies.

CENG 412: Creative Writing 3 credits
An opportunity for the novice and the experienced creative writer to develop imaginative expression in poetry, fiction, and drama. The course introduces students to the means of publication and competition.

CENG 413: Autobiography and Biography 3 credits
An interdisciplinary complement to previous or simultaneous study in literature, history, and culture. Focus is on the development of autobiography and biography as genres in the United States.

CENG 417: Methods of Teaching English in Secondary Schools 3 credits
A study of recent trends in methodology and materials used in the teaching of composition and literature. CENG 417 is designed especially for prospective English teachers.

CENG 418: History of the English Language 3 credits
An introduction to the study of language; the nature and function of language; and the historical changes in English phonology, morphology, grammar, and vocabulary from the beginnings of the language to the modern period.

CENG 419: Linguistics 3 credits
A survey of the matter and methods of modern linguistics, with units on the nature of language, linguistics, phonology, morphology and grammar.

CENG 431: Senior Seminar 3 credits
Opportunity for majors to acquire career preparation and additional academic enrichment. Research skills are emphasized with intensive focus on completing the Senior Thesis.

CENG 459 and 460: African American Literature I and II 3 credits each
A survey of African and African American literature, with emphasis on the historical evolution and treatment of representative poetry, tales, short stories, and novels. CENG 459 covers colonial African-American literature to the Harlem Renaissance; CENG 460 covers the period from the Harlem Renaissance to the present.

CENG 461: Modern Literature 3 credits
An examination of selected twentieth-century writers. CENG 461 emphasizes readings and discussions of significant works from Africa, Britain, Canada, India, Russia, the United States, and the Caribbean.

CENG 463: Medieval English Literature 3 credits
A study of representative works from the Old and Middle English periods with special emphasis on Beowulf and Chaucer.

CENG 466: Restoration and Eighteenth-Century Literature 3 credits
A study of English literature during the Restoration Period and the Augustan Age, with concentration on drama, poetry, the novel, and the essay. Works by Swift, Pope, Johnson, Fielding, Dryden, and selected minor writers are included.

CENG 467: Baldwin 3 credits
An examination of the major essays, selected novels, and short stories of James Baldwin. The course explores significant influences and Baldwin’s own understanding of himself as artist, black man, and United States citizen.

CENG 468: Internship 3 credits
An opportunity for junior and senior English majors to do supervised career-related internships on or off campus. Students must discuss plans for internships with the chair of the Department of English prior to enrollment.
The English Club
The English Club is open only to students who have declared either a major or a minor in English. Members come together to plan and to participate in various activities that express their interest in literature and English language arts. Throughout the year, we plan events that we hope will engage English majors and others in the Clark Atlanta University and Atlanta University communities. The English Club promotes fellowship among English majors and minors by establishing a disciplinary basis for study groups and a social network overall. All are invited to attend any of the programs. Activities include poetry slams, readings by students and faculty, career planning and graduate school advising sessions, and receptions. If you have questions about the English Club, suggestions for events, or if you would like to get involved, please send an e-mail to English Club faculty advisor, Prof. Willie L. Todd, Jr., at Wtodd@cau.edu.

During the 2010-2011 academic year, the Club will have two primary community outreach projects (1) The African-American Read-In and (2) a partnership with Atherton Elementary School’s “Magic Mailbox” program. Atherton Elementary is a part of the DeKalb County School System. Members and other students will mentor elementary school writers and assist them with editing entries and choosing monthly winners for recognition at their school. Also, each monthly winner will be showcased during our Annual Writers Competition here at the University where he or she will read their work before a collegiate audience.

Sigma Tau Delta International English Honor Society
The purposes of the International Honor Society are threefold. They are (1) to confer distinction for high achievement in English language and literature to undergraduate, graduate, and professional studies; (2) to promote interest in literature and the English language on local campuses and their surrounding communities; and (3) to foster the discipline of English in all its aspects, including creative and critical writing.

Membership in Sigma Tau Delta may be active or associate. Active membership is available, in general, to students with a minimum of a B or equivalent average in English, who rank at a least in the highest thirty-five percent of their class in general scholarship, and who have completed at least three semesters of university work. Associate membership is available to currently enrolled students, undergraduate or graduate, who have the requisite academic background but who are not majoring or minoring in English. In addition, non-sponsoring faculty members with a degree in English may be associate members.

Additional noteworthy departmental activities in which the English majors are expected to participate are:

1) Annual CAU Writers Workshop Conference
Since 1970, the CAU English Department has held an Annual Writers Workshop Conference. The purpose of the conference is to bring writers of world renown to Clark Atlanta University so that they can interact with students. Through the years such writers are Chinua Achebe, Maya Angelou, James Baldwin, Paule Marshall, Terry McMillan, and Ishmael Reed have come to campus to read from their works and talk to students.

2) Annual Writers Competition
The English Department’s national Writers competition is open to high school students, college students, and community writers. Writers may enter unpublished works in the following categories: poetry, the essay, drama (one act plays), and short fiction. The deadline is usually February of each year. However, Prof. Gwendolyn Morgan, competition chairperson, will post signs throughout the AUC and beyond.

3) Black Voices Theatrical productions
Since 2003, the English Department has sponsored and/or co-sponsored various productions written by English Department faculty member Prof. Willie L. Todd, Jr. Over the years, proceeds from the productions have been used to support department activities ranging from book scholarships and the Annual Writers conference to stipends for students attending local and/or national festivals. If not performers in the productions, English majors often volunteer in various capacities from ushering to assisting with collecting funds during the plays. The productions have been selected for presentation at three National Black Theater Festivals (2003, 2005, and 2009) and one National Black Arts Festival (2009).

4) The National African American Read-In Chain
Over the years, beginning with the program’s inception in 1990, the English Department has participated in the annual African-American Read-In-Chain sponsored by the Black Caucus of the National Council for Teachers of English (NCTE). The goal of this international activity is to encourage the reading of books written by African Americans and others of African descent. The 2010 CAU African-American Read-In will be hosted by the English Club.
**EXPECTATIONS OF FACULTY**

Students should expect faculty to follow general guidelines which include:

1. That students will be provided with a written syllabus, which includes a description of the course, course objectives, reading requirements (textbooks and other supplemental reading), class assignments, expectations for class attendance, and how the course will be evaluated;

2. That faculty will provide guidance regarding the amount of outside work that is reasonable preparation for class participation and assignments;

3. That faculty will provide a sufficient number of learning experiences during the course so that students benefit from both peer and instructor evaluation;

4. That faculty will be fair, impartial, and constructive in evaluating a student’s performance;

5. That faculty will provide constructive criticism that enables students to correct academic errors and to develop their scholarly abilities;

6. That faculty will return students’ exams, papers, and assignments, in a timely fashion, after they have been graded, in order for students to have access to their own work for future reference;

7. That faculty will post and keep regularly scheduled office hours and provide appointments for conferences as needed or requested;

8. That faculty will encourage constructive criticism and recommendations from students about how courses can be improved and provide the opportunity for a written semester evaluation of each course; and

9. That faculty will treat students with courtesy and respect at all times.

Students have the right of due process in seeking resolutions to problems and disagreements with faculty in the English Department.

**EXPECTATIONS OF STUDENTS**

General guidelines for English majors to follow while matriculating at Clark Atlanta University include:

1. Students will prepare for each class meeting and participate actively;

2. Students will attend class in accordance with University regulations and faculty expectations. Instructors should be notified when a class will not be attended or when a student has to leave early;

3. Students will complete all course requirements in a timely manner and present them in a professional format;

4. Students will prepare work that is original and prepared independently of other students. Not to do so unless authorized is to engage in academic dishonesty or plagiarism. This act can result in failure of the assignment and/or failure of the course;

5. Students will be respectful of classmates, faculty, and staff;

6. Students will be open to ideas of instructors and classmates while being free to offer constructive criticism to classmates and instructors aimed at improving the learning environment.

If any student fails to comply with these guidelines, grade(s) on individual assignments or course grades may be adjusted appropriately. Serious and/or continuous infractions should be reported to the Dean of Student Affairs THROUGH the chairperson of the Department.
POLICIES AND PROCEDURES FOR PLAGIARISM AND CHEATING

Definitions:

PLAGIARISM

All academic work, written or otherwise, submitted by students to their instructors or other academic advisors, is expected to be the result of their own thought, research, and self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else’s work, whether it be a published article, chapter of a book, a paper or file from a friend, an essay cut and pasted from the Internet, etc.

When a student’s assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed the sources. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact constitutes plagiarism. The only facts one need not cite are those that are considered common knowledge, like the dates of WWII, for example.

CHEATING

Cheating includes, but is not limited to, the wrongful giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade.

Examples include but are not limited to:

- Copying, in part or in whole, from another’s test or other evaluation instrument;
- Submitting work previously presented in another course;
- Using or consulting during an examination sources or materials not authorized by the instructor;
- Altering or interfering with grading or grading instructions;

Any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

PENALTIES

FIRST OFFENSE: The student will receive a zero on a plagiarized essay or a test on which he/she cheated and will not be allowed to rewrite the essay or retake the exam. The documentation of plagiarism/cheating will be kept in a confidential file in the English Department Chairperson’s office.

SECOND OFFENSE – If the student plagiarizes or cheats in the same or different English class, he or she will automatically fail the course. No distinction will be made between unintentional and intentional plagiarism/cheating. It is the student’s responsibility to follow the rules for avoiding plagiarism/cheating. If the student has questions, he/she is responsible for asking the instructor for clarification.
Clark Atlanta University offers a number of useful and often free services. Some of the most frequently consulted are:

**CAREER PLANNING AND PLACEMENT CENTER (CPPC)**

The Career Planning and Placement Center (CPPC) cares about you and wants to assist you in making the right choices concerning your career development. They invite you to capitalize on the opportunities available through the CPPC and to expand and explore your career path through the activities they sponsor. The philosophy driving the programs maintains that both realistic career planning and workforce readiness are essential elements in each student’s achievements. Therefore, the overall primary goals of the CPPC are:

- To provide an extensive career development program that assists students with the selection of an appropriate and achievable major/career;
- To teach students job-seeking skills that will position them for competitive interviewing, placement and success in the workforce;
- To create relationships with employers that will increase career opportunities for Clark Atlanta University students and enhance the scholarship and partnership activity at the institution;
- To place students into work positions that are more meaningful and congruent with training and career aspirations.

Whether you are a freshman or a senior, career opportunities are available to meet your needs. Corporations are always looking for new achievers who are self-motivated, involved in volunteer activities and willing to accept the challenges that new career opportunities provide. For more information, please visit the CPPC in Modular 13 (across from the Bishop Cornelius Henderson Student Center) or call 404-880-6701 OR 404-880-6791. Ms. Ernita B. Hemmitt is the director.

**THE CENTER FOR ACADEMIC ACHIEVEMENT (CAA)**

The Center for Academic Achievement offers free tutoring in composition and other subjects to CAU students. Sign up for an appointment in the basement of Kresge Hall. CAA also offers general workshops on such subjects as time management, essay exam preparation, note taking, etc. A schedule is available in the CAA office. Please call 404-880-6911 for more information.

**COUNSELING SERVICES**

The University Counseling Center (UCC) is a comprehensive counseling facility. Assistance is provided in the areas of personal, psychological, and academic counseling. Career and student development services are also offered by the UCC. The Center designs and arranges special programs, workshops, and seminars for the CAU student community. Students requesting services should contact the University Counseling Center in room 210 of Kresge Hall. You may call at 404-880-8049. All counseling services of the UCC are confidential. Dr. Marilyn Lineberger is the director.
CONTESTS AND AWARDS

*African American Literature Award*
Will be awarded annually to an English major who has done outstanding work in African-American literature courses and who has an overall GPA of 3.0 or above and the highest average in one or both courses. The winner will be chosen by the professor(s) of the course(s).

*American Literature Award*
Will be awarded annually to the English major or minor who has done outstanding work in American literature courses and who has an overall GPA of 3.0 or above and the highest average in one or both courses. The winner will be chosen by the professor(s) of the course(s).

36th Annual Writers Competition
This competition is open to high school, college, and community writers. Guidelines for the contest will be provided during the fall semester. For more information, contact Prof. Gwendolyn Morgan, contest chairperson.

*British Literature Award*
Will be awarded annually to the English major or minor who has done outstanding work in British literature courses and who has an overall GPA of 3.0 or above and the highest average in one or both courses. The winner will be chosen by the professor(s) of the course(s).

*Creative Writing Award*
Will be awarded annually to the English major or minor who has written the best original story, essay, or group of three or more poems. Entries must have been written during the Creative Writing course. The winner will be chosen by the Creative Writing professor(s).

English Tutorial Award
Open only to students participating in the Center for Academic Achievement’s Tutorial Program. For an English major whose service demonstrates outstanding promise and achievement in the study of language and literature. The recipient of the award will be chosen by the supervisor in the Center for Academic Achievement.

Most Dedicated Sigma Tau Delta Member
This award will be provided to the member of the organization who best represented and supported the aims and mission. The winner will be chosen by the membership via vote.

Most Dedicated English Club Member
This award will be provided to the member of the organization who best represented and supported the aims and mission of the English Club. The winner will be chosen by the membership via vote.

*Senior Thesis Award*
For the best senior thesis on a topic approved by both the writer and the Senior Thesis Advisor. The paper will be recommended by either the primary or secondary reader and will be chosen by the Senior Paper Coordinator and/or the English Department Chairperson. The paper must have been submitted by the initial published deadline.

Recipients of the creative writing prizes will be invited to read from their work at our first Annual English Department Awards Program scheduled for the end of the Spring semester. Additionally, all other winners will be announced and recognized at the Awards program as well.

*The English Department reserves the right not to give an award if the professor feels no student’s work or effort to be of sufficiently high quality.*
Now that you have chosen English as your major, you must clarify career goals and objectives in order to identify a specific area of interest. This can be achieved by becoming familiar with work setting and job descriptions, talking to alumni about your career goals, and attending career/job fairs. As specific areas are identified, you should obtain an internship, part-time and summer employment, or volunteer to gain practical experience.

Internships offer you a sneak preview of what it is like in the “real world” of employment. You get a chance to see what it takes to succeed in your chosen field and make important contacts that can result in permanent employment. Even if the internship does not work out it may produce a new interest or take you in a different career direction. It is also important that you familiarize yourself with a company when applying for an internship or a job. Good job candidates are knowledgeable about the company’s products or services, number of employees, competitors, and locations.

Career opportunities are abundant to an individual with a degree in English because skills gained from this area of study can be easily applied to many career areas. Individuals possessing the ability to think clearly and critically, to analyze and interpret data, and communicate results are in great demand by employers. This list below offers a few examples of career opportunities for English majors.

Account Executive  
Account Supervisor  
Actor/actress  
Administration  
Administrative Camp Program Director  
Administrative Assistant/Office Manager  
Advertising  
Advertising Account Executive  
Agent’s Assistant  
Announcer  
Application Developer  
Archivist  
Area Coordinator  
Assistant Account Executive  
Assistant Editor/Production Editor  
Associate Company Manager  
Associate Director of Publicity  
Associate Editor  
Attorney  
Author  
Bank Officer  
Book Publisher  
Bookstore Manager  
Broadcast Advertising Manager  
Broadcasting  
Business  
Business Operations Senior Planner  
Buyer  
Career Counselor  
Certified Public Accountant  
Child Care Specialist/Teacher  
Columnist  
Commodities Trader  
Communication  
Communication Skills Trainer  
Communications Assistant  
Community Affairs Specialist  
Computer Manager/Consultant  
Confidential Assistant Executive  
Consultant  
Coordinator  
Copywriter  
Corporate Communications  
Correspondent  
Counseling  
Court Reporter  
Creative Director  
Creative Writing  
Critic  
Customer Service Representative  
Design Specialist  
Development Associate/Social Worker  
Director of Public Relations  
Drama  
Editing  
Editor (assignment, book, copy, dictionary . . .)  
Editor/User Consultant  
Editorial Assistant  
Educational Researcher  
Entertainment Agent  
Environmental Planner
### POTENTIAL CAREERS FOR THE ENGLISH MAJOR [CONTINUED]

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<tr>
<th>Environmental Planner</th>
<th>Professor</th>
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<tr>
<td>Executive Assistant</td>
<td>Project Manager/City Planner</td>
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<td>Executive Search Consultant</td>
<td>Proofreader</td>
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<td>Filmmaker</td>
<td>Psychology</td>
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<td>Financial Aid Counselor</td>
<td>Public Information Specialist</td>
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<td>Foreign Service</td>
<td>Public Relations</td>
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<td>Fundraiser</td>
<td>Public Relations Assistant</td>
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<td>Government Service</td>
<td>Public Relations Specialist</td>
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<td>Head of Advertising/Assistant Vice President</td>
<td>Public Service</td>
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<td>Human Resources Assistant</td>
<td>Publisher's Assistant</td>
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<td>Humorist</td>
<td>Publisher/Indexer</td>
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<td>Information Officer</td>
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<td>Insurance Agent</td>
<td>Publishing Assistant</td>
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<td>Interior Design</td>
<td>Quality Assurance Assistant Manager</td>
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<td>Interpreter/Translator</td>
<td>Reading Consultant</td>
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<td>Interviewer</td>
<td>Real Estate Broker</td>
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<td>Jeweler/Goldsmith</td>
<td>Regional Director</td>
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<td>Journalist</td>
<td>Regional Planner</td>
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<td>Junior Accountant</td>
<td>Reporter</td>
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<td>Research Analyst</td>
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<td>Librarian</td>
<td>Research Assistant</td>
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<td>Loan Officer</td>
<td>Research Journalist</td>
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<td>Lobbyist</td>
<td>Researcher: Opinion polls, Fact checker</td>
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<td>Management Trainee</td>
<td>Sales</td>
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<td>Manager</td>
<td>Secondary School Teacher</td>
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<td>Manuscript Reader</td>
<td>Senior Account Executive</td>
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<td>Senior Editor</td>
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<td>Market Research Analyst</td>
<td>Senior Staff Writer</td>
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<td>Marketing Projects Coordinator</td>
<td>Special Events Coordinator</td>
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<td>Marketing Researcher</td>
<td>Special Projects Director</td>
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<td>Mass Media Assistant</td>
<td>Speech</td>
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<td>Media Specialist (buyer, planner, director . . .)</td>
<td>Staff Assistant</td>
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<td>Musician/Composer</td>
<td>Staff Photographer</td>
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<td>Narrator</td>
<td>State Representative</td>
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<td>News Reporter</td>
<td>Stockbroker</td>
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<td>Newspaper/Magazine Editor</td>
<td>Store Manager/Regional Manager</td>
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<td>Operations Manager</td>
<td>Student/Teacher</td>
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<td>Teaching (all levels)</td>
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<td>Television Producer/Performer</td>
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<td>Text Specialist Engineer</td>
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<td>Politics</td>
<td>Vice President of Financial Services</td>
</tr>
<tr>
<td>Press Secretary</td>
<td>Writer: Technical, Speech, Freelance</td>
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<tr>
<td>Production Assistant</td>
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# The Undergraduate Program in English

## 2011-2012 DEPARTMENT OF ENGLISH FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Position</th>
<th>Phone Number</th>
<th>Email Address</th>
<th>Specializations</th>
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<tbody>
<tr>
<td>Timothy Askew, Ph.D.</td>
<td>Emory University</td>
<td>Associate Professor</td>
<td>(404) 880-8170</td>
<td><a href="mailto:taskew@cau.edu">taskew@cau.edu</a></td>
<td>American Literature, American Studies, Southern Literature, Autobiography and Biography, and Advanced Grammar</td>
</tr>
<tr>
<td>Georgene Bess, Ph.D.</td>
<td>University of Maryland</td>
<td>Assistant Professor</td>
<td>(404) 880-8174</td>
<td><a href="mailto:gmontgomery@cau.edu">gmontgomery@cau.edu</a></td>
<td>African American/Caribbean Literature</td>
</tr>
<tr>
<td>Charles Duncan, Jr., Ph.D.</td>
<td>Emory University</td>
<td>Professor</td>
<td>(404) 880-8536</td>
<td><a href="mailto:cduncan@cau.edu">cduncan@cau.edu</a></td>
<td>British Authors, Shakespeare</td>
</tr>
<tr>
<td>Felton Eaddy, M.A.</td>
<td>John Hopkins University</td>
<td>Instructor</td>
<td>404-880-6063</td>
<td><a href="mailto:feaddy@cau.edu">feaddy@cau.edu</a></td>
<td>Creative Writing and Poetry</td>
</tr>
<tr>
<td>Sandra Flowers, Ph.D.</td>
<td></td>
<td>Associate Professor</td>
<td>(404) 880-8331</td>
<td><a href="mailto:sflowers@cau.edu">sflowers@cau.edu</a></td>
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</tr>
<tr>
<td>Dipa Janardanan, Ph.D.</td>
<td>Georgia State University</td>
<td>Instructor</td>
<td>404-880-8000</td>
<td></td>
<td>American Literature, American Drama, and Contemporary American Women Writers</td>
</tr>
<tr>
<td>Michelle Karsorla, Ph.D.</td>
<td>Bowling Green State University</td>
<td>Lecturer</td>
<td>404-880-8227</td>
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<td>Ethnic American Literatures/20th Century Novel</td>
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<tr>
<td>Phyllis Lawhorn, M.A.</td>
<td>Atlanta University</td>
<td>Assistant Professor</td>
<td>(404) 880-8172</td>
<td><a href="mailto:plawhorn@cau.edu">plawhorn@cau.edu</a></td>
<td>Composition, Advanced Grammar &amp; Composition, American Literature, and Teacher Certification</td>
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<tr>
<td>Gwendolyn D. Morgan, M.A.</td>
<td>Atlanta University</td>
<td>Assistant Professor</td>
<td>(404) 880-8852</td>
<td><a href="mailto:gmorgan@cau.edu">gmorgan@cau.edu</a></td>
<td>English Composition</td>
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<tr>
<td>Viktor Osinubi, Ph.D.</td>
<td>University of Lancaster, England</td>
<td>Associate Professor</td>
<td>(404) 880-8176</td>
<td><a href="mailto:vosinubi@cau.edu">vosinubi@cau.edu</a></td>
<td>Linguistics and Post-colonial Studies</td>
</tr>
<tr>
<td>Tamalyn Peterson, M.A.</td>
<td>Clark Atlanta University</td>
<td>Instructor</td>
<td>(404) 880-8178</td>
<td><a href="mailto:tpeterson@cau.edu">tpeterson@cau.edu</a></td>
<td>20th Century African American Literature</td>
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<tr>
<td>LaChanze Roberts, M. Phil. &amp; M.A.</td>
<td>Columbia University</td>
<td>Instructor</td>
<td>(404) 880-8179</td>
<td></td>
<td>American Literature, African American Literature, World Literature, Shakespeare</td>
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<tr>
<td>Willie L. Todd, Jr., M.Ed.</td>
<td>Albany State University</td>
<td>Instructor</td>
<td>(404) 880-8175</td>
<td><a href="mailto:wtodd@cau.edu">wtodd@cau.edu</a></td>
<td>20th Century American Drama, American Literature, and English Education</td>
</tr>
<tr>
<td>Alma W. Vinyard, Ph.D.</td>
<td>University of Tennessee</td>
<td>Associate Professor</td>
<td>(404) 880-6067</td>
<td><a href="mailto:avinyard@cau.edu">avinyard@cau.edu</a></td>
<td>American Literature, Women's Literature, African American Literature, and Methods of Teaching English</td>
</tr>
<tr>
<td>Susan Wright, Ph.D.</td>
<td>University of New Mexico</td>
<td>Associate Professor</td>
<td>(404) 880-6163</td>
<td><a href="mailto:smcfatt@cau.edu">smcfatt@cau.edu</a></td>
<td>Nineteenth-Century American Literature, British Romantics</td>
</tr>
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</table>
THE UNDERGRADUATE PROGRAM IN ENGLISH

USEFUL TELEPHONE NUMBERS FOR THE ENGLISH MAJOR STUDENT

ENGLISH DEPARTMENT
404-880-6733
Dr. Susan Protho Wright, Interim Chairperson
Mrs. Glenda Gooden, Senior Administrative Assistant
Prof. Willie L. Todd, Jr., Undergraduate Program Coordinator
404-880-8175 / wtodd@cau.edu

UNIVERSITY SWITCHBOARD
404-880-8000

CENTER FOR ACADEMIC ACHIEVEMENT
404-880-8226
Dr. Etta Hill

SCHOOL OF ARTS AND SCIENCES
Dean’s Office
404-880-6770
Dr. Shirley Williams-Kirskey, Dean

CAREER PLANNING AND PLACEMENT CENTER
404-880-6701
Mrs. Ernita Hemmitt, Director

OFFICE OF THE REGISTRAR
404-880-8938
Ms. Angela Freeman, Registrar

OFFICE OF INTERNATIONAL EDUCATION/STUDY ABROAD
404-880-6302
Dr. Paul Brown

UNIVERSITY BOOKSTORE
404-880-8563
Ms. Gloria McClain, Manager

UNIVERSITY COUNSELING CENTER
404-880-8049
Dr. Marilyn Lineberger
Appendices

ENGLISH DEPARTMENT FORMS

The following forms are required for various specified situations in the English Department. These forms can be obtained from the Undergraduate Program Coordinator (Prof. Willie L. Todd, Jr.) or the Department Administrative Assistant (Mrs. Glenda Gooden).
The Undergraduate Program in English

Revised as 7/26/10

Department of English Undergraduate Web Registration Form

Semester: Fall ______  Spring: ______

It is mandatory that all English undergraduate students receive course advisement and registration approval prior to the start of each semester. Please supply your advisor with a copy of your current transcript.

Completed and signed forms must be submitted to the Undergraduate Coordinator and the Department Administrative Assistant at the start of each semester. Any changes after the form is submitted will require another form.

Permanent PIN: ______________________  Registration PIN ______________________

Name ___________________________________________________________ ID# 900.- ___ -- ___

Local Address: _______________________________________________________

City, Zip ___________________ Phone ______________________

Current Classification: _______Freshman _______ Sophomore _______ Junior _______ Senior _______

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<th>Subject</th>
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List courses that have grades of Incomplete

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Advisor’s Approval/Date __________________________________________ Student’s Signature/ Date

**************************************************************************************************

ADVISOR: PLEASE REVIEW CURRENT TRANSCRIPT BEFORE SIGNING
The Undergraduate Program in English

Revised as of 7/26/10

ENGLISH MAJORS AUDIT SHEET

| Name: | 900 |

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<th>General Core Requirements</th>
<th>Course Number</th>
<th>Hrs</th>
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<th>Grade</th>
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The Undergraduate Program in English

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Students must have 124 hours minimum to graduate. They should not withdraw from a class without permission from their English program advisor.

*It is advisable to begin your foreign language at the 101 level. The courses are taken in sequence.

** A list of Group I and Group II elective offerings can be found below.

*Required Electives: Four courses total from the two lists below: two (2) from Group I; and, two (2) from Group II

**Group I (6 hours = two courses)**
CENG 320: Renaissance Literature
CENG 321: The Romantic Period
CENG 322: The Victorian Period
CENG 417: Methods of Teaching English in the Secondary Schools
CENG 419: Linguistics
CENG 461: Modern Literature
CENG 463: Medieval English Literature
CENG 466: Restoration and Eighteenth-Century Literature

**Group II (6 hours = two courses)**
CENG 318: Colloquium
CENG 350: Technical Writing
CENG 357: Folk Literature
CENG 358: Southern Fiction
CENG 367: Baldwin
CENG 397: Independent Study and Research
CENG 412: Creative Writing
CENG 413: Autobiography and Biography
CENG 468: Internship

Revised 7/28/10
Department of English

Senior Thesis Contractual Confirmation Form

I, _____________________________, understand that

(Student’s Name)

I cannot graduate from the English Department at Clark Atlanta University without successful completion of the departmental Senior Thesis requirement. It is my responsibility to choose an advisor whose area of specialty complements my topic and who has agreed to offer me the assistance necessary for completion of the thesis. If my advisor cannot be found, cannot later serve as my advisor, or simply proves ineffectual for the topic under study, I am to report such findings to the Senior Thesis Coordinator who then bears the responsibility of securing another advisor for my thesis. I understand that the topic, time frame, and regular meetings for which my advisor schedules me MUST be honored or my thesis, and consequently, graduation are in jeopardy.

Date: ___________________________

Topic/Title: __________________________

I, _____________________________, have agreed to serve as

(Senior Thesis Advisor’s Name)

Advisor for the above-titled senior thesis. I understand that I am responsible for the paper’s complete execution, including form, content, and proper research documentation style. If the above-signed student fails to comply with the above-signed advisor’s academic direction, I, the advisor, understand that I have the right – indeed the responsibility – to discontinue serving as thesis advisor and need only make such matter clear to the Coordinator in order to be absolved of the responsibility. A new advisor can and will be chosen to direct the above-titled thesis but ONLY after the initially assigned advisor speaks to the coordinator. Unless such consultation occurs, the understanding is that the above-signed student’s thesis is progressing satisfactorily and that both student and advisor are content with each other.

Date: ___________________________

Senior Thesis Coordinator Signature/Date  Department Chairperson’s Signature/Date

This form must be thoroughly completed and submitted to the Senior Thesis Coordinator before student’s work or senior thesis is considered official. A copy will be maintained with the Undergraduate Coordinator, Senior Thesis Advisor, and the Administrative Assistant.

Revised 7/8/09
The Undergraduate Program in English

Department of English
Evaluation of Senior Thesis

(A minimum grade of B in all areas is required for a successful Senior Thesis)

Name:  

Advisor:

Second Reader:

Title of Paper:

SPECIFICS:  

Content and Organization  
Grammar and Mechanics  
Correct Research Paper Form (MLA)  
Overall Evaluation  

GRADE

Comments:

SIGNATURES

Student  
Advisor  
Second Reader  
Coordinator  
Chairperson  

DATE

Signature

Signature

Signature

Signature

Signature

Revised 7/8/09