

ACAP  
3/23/17  
Agenda Item 5g

Name of Institution  
Winthrop University

Name of Program (include concentrations, options, and tracks)  
Bachelor of Arts (BA) in English  
Bachelor of Arts in English with concentration in 9-12 Teacher Certification

Program Designation

- Associate's Degree                       Master's Degree  
 Bachelor's Degree: 4 Year               Specialist  
 Bachelor's Degree: 5 Year               Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)  
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

Yes

No

Proposed Date of Implementation  
Fall 2017

CIP Code  
23.0101

Delivery Site(s)  
Winthrop Campus

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

Program Contact Information (name, title, telephone number, and email address)

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Institutional Approvals and Dates of Approval

Provost: December 1, 2016  
Faculty Conference: September 30, 2016  
Academic Council: September 23, 2016  
Committee on University Curriculum: September 16, 2016  
College of Arts and Sciences Faculty Assembly: September 2, 2016  
College Curriculum Committee: August 23, 2016  
Department of English: May 13, 2016

### **Background Information**

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

This modification will remove two of the existing three concentrations (the concentration in Literature and Language and the concentration in Writing) leaving a BA in English without concentration, and the BA in English with a concentration in Teacher Certification. This modification also realigns a core of the major in proficiency areas as outlined below. The Teacher Education concentration remains largely intact, with the same courses required from the previous program realigned in the proficiency areas.

In response to changes in the university's General Education requirements, the Department of English recently lowered the number of hours it takes to graduate in English. However, groups of students in different tracks are still taking more/fewer hours to receive the same degree. (Literature and Language concentration: 42 semester hours in English, Writing concentration: 39 semester hours in English, Certification concentration: 36 hours in English). All students will now complete the same number of hours, making the path to graduation more equitable. Additionally, the modified major allows for more student choice about which courses they can take to fulfill major requirements.

Most importantly, the department of English has decided to move to a proficiency (skills-based) curriculum model rather than a content model for curriculum. Nationally, the English major has been in decline in the last ten years as students choose business and healthcare-related fields over the humanities. Some of this has to do with the increased cost of higher education (and so students and their parents have increasingly elected majors they perceive as pathways to certain employment and more money). However, significant, translatable skills are acquired by students who major in English (critical thinking, writing, editing, analysis, creativity). In the past, the value of the English major was invisible to many. By making such skill acquisition explicit in our course work, we hope to empower students to recognize and articulate the value of their major beyond the department.

The English major uniquely prepares students. Through intensive writing, research, and reading, English majors develop technical writing skills, practice complex analysis, and develop superior reading skills, seeing cultural artifacts in multiple contexts. These skills are in the highest demand in a wide range of fields (law, business, medicine). English majors also need further training and practice in emerging forms of cultural mediation, including knowledge visualization, digital mapping, and data mining. They also need more emphasis on collaborative learning, working in teams to problem-solve. Our modified major seeks to emphasize these skills so that students may both acquire and recognize them.

### **An English major, 36 hours, proficiency-based:**

<b>Capstone (3 hrs)</b>
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<b>3 Critical Reading &amp; Research<sup>∞</sup> (9 hrs)</b>	<b>Concentration/ Certificate (9-12 hrs)</b>	<b>2 Strategic/Critical Communication<sup>◇</sup> (6 hrs)</b>
	<b>Foundations (6 hrs)</b>	<b>1 Frameworks<sup>‡</sup> (3 hrs)</b>

**Foundations:**

Students will be introduced to the “organization” of literary studies through literary periods and genres, to appropriate tools of literary research, and to schools of literary theory. Students will identify major movements of literary form in historical context, understand literary terms and concepts, and be acclimated to collegiate writing within the discipline of literary studies. Students must complete at least one of these courses before enrolling in upper division courses.

**Strategic, Creative, and Critical Communication:**

Students will focus on the creation of texts, the understanding of critical communication, and related concepts. They will become familiar with various approaches to grammar, gaining recognition of dialects and patterns of usage, the digital humanities, and the purposes of language from pedagogical, theoretical, and technological approaches. Students must learn to convey their ideas clearly and effectively; research, synthesize, and evaluate secondary sources; and create sophisticated, clear, and persuasive prose.

**Frameworks:**

Students will master the terminology and theories through which we understand and analyze texts, practice pedagogy, or write prose. Students will demonstrate the ability to understand, apply, and evaluate major critical, pedagogical, rhetorical, or creative theories. Students should take these courses in their 5th or 6th semesters so that they can bring this knowledge to their upper-level classes and to their culminating experience.

**Critical Reading and Research:**

Three courses, including at least one numbered above 499, where the emphasis is on critical reading, synthesis of information, application of strategies and frameworks, and/or understanding historical or cultural developments. Students will read the works of authors from a broad range of historical, cultural, ethnic, racial, and gendered backgrounds, and they will develop a nuanced understanding of how context affects literary/textual production. Majors will engage in literary and rhetorical analysis, as well as apply knowledge of theory, criticism, presentation, appropriate research methods, and documentation techniques.

**Electives:**

Three elective courses, including at least one numbered above 499.

**Culminating Experience:**

This experience may involve an internship, student teaching, or preparing a portfolio or piece of representative work to submit for publication, presentation, or employment. Students will complete assessment activities.

List the objectives of the modified program. (1500 characters)

The student who majors in English studies at Winthrop University will develop familiarity with a broad range of texts, understanding of critical and analytical strategies, skill in critical thinking, and ability to write well. To these ends, we offer a wide range of courses dealing with content in literature, writing, and theory. The recently redesigned major allows students to apply their textual analysis and written communication skills in a global economy that is dynamic, information based, communication focused, and technologically driven.

**English majors analyze and synthesize various forms of traditional, digital, and non-print texts.**

Our students read the works of authors from a broad range of cultural, ethnic, racial, and gendered backgrounds, and they develop a nuanced understanding of how historical and cultural context affect literary/textual production. Majors learn to engage in literary and rhetorical analysis, as well as demonstrate knowledge of theory, criticism, research methods, and documentation techniques.

**English majors compose carefully crafted texts and construct persuasive arguments based on analysis and deliberation.**

Their writings may take the form of critical essays, fictional or poetic works, and professional documents. All majors learn to write sustained texts that contain the following: researched material, appropriate awareness of audience and purpose, and mastery of grammar, mechanics, and usage. Students provide proper documentation of primary and secondary sources and demonstrate effective use of existing technologies to research, prepare, and present information.

**English majors gain knowledge of the English language arts.**

Majors explore topics such as the teaching of literature and the structure and historical development of the English language. They become familiar with various approaches to grammar, gaining recognition of dialects and patterns of usage, the digital humanities, and the purposes of language from theoretical and technological approaches.

In short, our major produces competent and skilled citizen-scholars who are well equipped in critical thinking, verbal and written communication, and analytical reasoning.

**Student Learning Outcomes (SLOs)**

SLO 1: English majors think critically by evaluating and using evidence. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions about relevant problems.

SLO 2: English majors are personally and socially responsible. They practice ethical reasoning and demonstrate an understanding of the moral dimensions of English studies through well-documented research.

SLO 3: English majors examine the historical, social, and global contexts of their discipline and their lives.

SLO 4: English majors construct persuasive arguments based on careful analysis and deliberation in a voice and format suitable for the intended audience, whether writing or speaking.

SLO 5: English majors read, analyze, and write about a wide range of texts, demonstrating comprehension of the content and relevant textual characteristics.

SLO 6: English majors demonstrate ability to recognize and apply major critical theories and schools of criticism within the discipline.

### **Assessment of Need**

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

**The Institution:** Winthrop's Department of English is attempting to modernize its curriculum. Although our major is currently thriving (Winthrop English Education majors have a 100% job placement rate, and Winthrop English majors have a 95% acceptance rate over two years to graduate programs), we would like to stave off struggles we see peer institutions experiencing. We want to focus on and intensify what we already do well. Most students who major in English, and even MA and PhD students, do not become tenure-stream faculty, and there is little reason to maintain a curriculum built around training all majors to be English professors. English majors are uniquely trained in developing technical skills, in practicing complex analysis, and in exploring and explaining how cultural artifacts are embedded in multiple contexts. These skills are in the highest demand in a wide range of fields and need to be emphasized in English programs. Indeed, in a 2013 Winthrop English Major Alumni Survey, 92% of respondents stated that their Winthrop English degree "helped to prepare them for their current job or contributed to their professional success." In particular, one respondent noted: "My English degree has been vital in my success because it has helped me to be analytical, strategic, and curious. I discovered marketing and communications and realized how my skills are useful in the workplace. Effective written and verbal communication skills are essential in my field and every day in my workplace." Another alumna commented, "I am confident in my ability to express myself orally and in writing in an extremely effective way, regardless of the environment or topic at hand. I truly believe that the skills I have in writing and presenting have allowed me to remain consistently employed even in times of economic downturn. Many in my professional networks struggle with writing and speaking and I know that my education has made all the difference with regard to being able to adapt and seize opportunities with confidence."

Winthrop's longtime commitment to be among the very best institutions of its kind in the nation guides our mission; we want to provide a meaningful and useful education to all students. By creating an "English Major for the 21<sup>st</sup> Century," we hope to increase enrollment; we also hope to help our graduates acquire meaningful jobs after college. As Richard A. Greenwald notes in "Liberal Arts II: The Economy Requires Them" (*Inside Higher Ed*, 2010), "The liberal arts always situate graduates on the road for success. More Fortune 500 CEOs have had liberal arts B.A.s than professional degrees. The same is true of doctors and lawyers."

**The State:** The 2010 South Carolina Workforce Investment Board study emphasized the need for "soft skills" throughout the state. According to the study, South Carolina employers ranked "written and oral communication" and "critical thinking skills" at the *top* of their list of most-needed skills in the state. Additionally, according to an April, 2013 AAC&U National Survey of Business and Nonprofit Leaders, 93% of employers say that "a demonstrated capacity to think critically, communicate clearly, and solve complex problems is *more important* than [a candidate's] undergraduate major." 95% say they prioritize hiring college graduates with skills that will help them contribute to innovation in the workplace. More than 75% say they want more emphasis on five key areas: critical thinking, complex problem solving, written and oral communication, and applied knowledge in real-world settings. 80% agree that every college student should acquire broad knowledge in the liberal arts and sciences. In a 2010 survey of 302 employers conducted by Hart Research Associates, 89% believed students need to communicate effectively both orally and in writing. 81% cited critical thinking and analytical reasoning as key skills for success. 75% listed the ability to analyze and solve complex problems as necessary for success. (See Peter D. Hart Research Associates, 2010, for more data.) By changing our curriculum from content-based to skills-based, we are helping our students to focus on learning skills through the study of English literature, language, and writing. The content of great literature and the culture in which it was produced will still be valued! The department simply wishes to more clearly design our course of study to emphasize the intellectual fruits that blossom when one frequently reads, writes, and thinks critically.

**The Region:** A 2012 research study of North Carolina employers titled *Closing the Gap: 2012 Skills Survey of North Carolina Employers* revealed that *soft skills* (writing, oral communication, critical thinking, analytical thinking, and collaboration) are most lacking in recent college graduates and are most in demand by employers across the state of North Carolina. By refocusing our degree program, we hope to encourage our students' competence and excellence in written and oral communication skills, the ability to engage in critical analysis of data and texts, and competence in critical thinking skills.

**Beyond:** It is always our goal to instruct students in such a way that their future lives, wherever they may be, are meaningful and productive. Beyond prized soft skills, the close study of complex, diverse literature helps shape our students into compassionate, empathetic members of society. They leave our program with a broader understanding of the human experience, one that is far beyond their own individual life.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

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If yes, explain. (1000 characters)

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
B. A., English	<a href="#">Bob Jones University</a>	Teaching classic works of American and British literature and the culture in which they were produced	Offers a “uniquely Biblical approach” ( <a href="http://www.bju.edu/academics/programs/english/">http://www.bju.edu/academics/programs/english/</a> )
B. A., English	<a href="#">The Citadel</a>	A similar focus to the one we wish to have, though not exactly the same. The Citadel describes English as a foundation for future studies in law, the military, medicine, etc.	Rather than requiring all students to take the same courses, it appears as though students chose a “future path” and are directed along it by an advisor.
B. A., English	<a href="#">Clemson University</a>	Similar courses in American and British literature and a required literary theory course.	Two emphasis areas: “Literature and Writing” or “Publication Studies.” Students are required to take a course that looks at “Diversity” literature.
B. A., English	<a href="#">College of Charleston</a>	Similar courses in American and British literature.	Very traditional, canonical focus. Many courses in literature pre-1900. Multiple capstone offerings, based on a variety of literary topics.
B.A., English (Creative Writing)	<a href="#">College of Charleston</a>	Foundation courses in literature required for future creative writers.	Many creative writing course offerings; students must declare an interest in fiction or poetry.
B. A., English	<a href="#">Converse College</a>	Provides flexibility by offering a variety of traditional and more “modern” genre courses. Interest in both the cultural production of texts and the critical thinking and writing skills obtained by studying English.	Average class size of 12-15 students. The English major “begins with a course in literary theory.”

B. A., English	<a href="#">Erskine College</a>	Unable to find actual courses students are required to take; the department webpage announces an interest in the communication skills acquired by studying literature and writing.	Offers a theater track, as well as tracks in writing, literature, and English Education.
B. A., English	<a href="#">Furman University</a>	Offers a similar open flexibility to our new major with categories such as “Foundation,” “Writing,” “Early Traditions,” “Global,” and “Theory.”	Only one course required in American/British literature; an equal and perhaps greater focus on non-Western/nonwhite literature and culture.
B. A., English	<a href="#">Lander University</a>	A foundational emphasis on British and American literature; introductory course similar to 291.	Many required historical survey and theory courses following a more traditional English major with little opportunity for flexibility; they offer a Professional Writing Emphasis. <a href="http://www.lander.edu/docs/default-source/academic-affairs/academic-catalog/engfl.pdf?sfvrsn=6">http://www.lander.edu/docs/default-source/academic-affairs/academic-catalog/engfl.pdf?sfvrsn=6</a>
B. A., English	<a href="#">Limestone College</a>	Focus on European/American literature (more so than us); offer a “concentration” in writing.	5 required courses, and 6 required options with only 2-3 choices—most of these are traditional British-American canonized historical literature, leading to little flexibility; low emphasis on skills; foreign language requirement.
B. A., English	<a href="#">North Greenville University</a>	Focus on skill acquisition, but no clear details on courses required.	“Biblical worldview” basis; offers track in writing like our old major; nonwhite literature and writing courses seem to only be an elective offering.
B. A., English	<a href="#">U.S.C. - Columbia</a>	We offer the same traditional literature survey courses.	Tracks focus heavily on historical periods with little room for classes outside literary period studies; they offer a wide variety of literary cultures, as well as many creative writing courses.

B. A., English	<a href="#">U.S.C. - Aiken</a>	Literary studies focus on foundation of historical British-American.	Traditional focus on literary periods, terminology, and theory; skills mentioned are dated, focusing on analytical reading and basic computer knowledge; they offer a writing “concentration” similar to our old “track”; primary goal seems to be preparation for graduate school.
B. A., English	<a href="#">U.S.C. - Beaufort</a>	Include an introductory English major course similar to 291; Literary studies focus on foundation of historical British-American.	Traditional focus on European and American historical survey courses, which are required and account for majority of credits; little focus on skills; offer a creative writing “concentration” similar to our old “track.”
B. A., English	<a href="#">Coastal Carolina University</a>	Literary studies focus on foundation of historical British-American.	Traditional focus on mostly European and American historical survey courses rather than skills; three courses required in theory; they offer 25 credits of electives, but this is in a 45-credit major.
B. A., English	<a href="#">Voorhees College</a>	Literary studies focus on foundation of historical British-American. VC includes a Senior Seminar course.	Traditional focus on mostly European and American survey courses, plus two major figures, rather than skills. Senior seminar broken up into I and II; both together equal 3 hours. They require an internship and 9 hours of foreign language. They offer 15 hours of free electives, but the major requires 51 hours of English courses.
B. A., English	<a href="#">U.S.C. - Upstate</a>	The literary studies focus is broader than many others, with special topics courses like some of ours. They have an “Introduction to the Study of Literature” course, much like our ENGL 291.	USC Upstate has a number of creative writing courses but no concentration in creative writing, just a minor. Other than these courses, most are traditional survey courses focusing on history rather than skills. They allow for 15 hours of electives.
B. A., English	<a href="#">Francis Marion University</a>	FMU has a secondary teacher certification program. The bulk of core literary studies courses focus on foundational British, American, and world literature.	The degree is split among three different tracks: secondary teacher certification, professional writing, and liberal arts, which is much like our old literature and language track. These three tracks look very similar to those in our old major. They offer only 6 hours of electives in a 37 or 34 hour major (disparity

			among the different tracks in number of required hours).
B.A., English Language and Literature, General	<a href="#">Allen University</a>	The program focuses on humanistic studies and oral and written communication skills. They do have one New Media writing course.	AU offers concentrations in literature and in professional writing, much like two of the tracks in our old program. The bulk of courses are American, British, and world surveys, focusing on historical context, not student skills.
B.A., English Language and Literature, General	<a href="#">Charleston Southern University</a>	They have a secondary English education certification program.	CSU requires 2 composition and rhetoric courses of all freshmen majors. Other than this, the major looks very much like our old literature and language track, with heavy emphasis on American, British, and world surveys; major figures courses; and a few genre and special topics courses.
B.A., English Language and Literature, General	<a href="#">Benedict College</a>	BC has a “Critical Thinking in Literature” course that’s similar to our ENGL 291, and introduction to the major. Literary studies focus on American-British literature in context.	Their literary criticism/theory course is separate from their research methods course. There are no further/other types of theory courses focused on theory of pedagogy, or technical or creative writing. The program does not center around student skill sets like ours.
B.A., English Language and Literature, General	<a href="#">Southern Wesleyan University</a>	Goals for the program focus on developing student skills in reading, critical thinking, writing, and oral communication. Majors take a cornerstone seminar (only 1 hour credit, unlike our 3) early on in the major.	Majors are required to take 2 freshman composition courses and an English speech communication course. Students may choose a concentration in literature or in composition and rhetoric. There are no further/other types of theory courses focused on theory of pedagogy, or technical or creative writing.
B.A., English Language and Literature, General	<a href="#">Coker College</a>	Literary studies focus on foundational British-American literature. Coker has a concentration in professional writing and a secondary teacher-education certification program. They also have a 3-hour, 200-level “Literary Criticism” course resembling our ENGL 291 course.	Coker provides very few choices for American literature in particular and requires only one writing course beyond the 100- level of its English and English education majors. Coker also requires a portfolio of sophomore majors, which is reviewed by faculty, who provide students feedback on their ability to succeed in the English program.

**Description of the Program**

<b>Projected Enrollment</b>						
<b>Year</b>	<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017-2018	170	2550	170	2550	35	210
2018-2019	172	2580	172	2580	36	216
2019-2020	175	2625	175	2625	37	222
2020-2021	178	2670	178	2670	38	228
2021-2022	181	2715	181	2715	40	240

**Curriculum**

Attach a curriculum sheet identifying the courses required for the program.

**Curriculum Changes**

**Note: Complete this table only if there are changes to the curriculum.**

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>
	Capstone Course, ENGL 494, approved November 2016

**Faculty**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

We do not anticipate adding any additional faculty.

**Resources**

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

Existing resources will be sufficient to cover any slight gains in enrollment.

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
<b>Total</b>	0	0	0	0	0	0
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$ 17,222	\$ 34,444	\$ 80,686	\$ 124,216	\$ 173,170	\$ 429,738
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
<b>Total</b>						
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	\$ 17,222	\$ 34,444	\$ 80,686	\$ 124,216	\$ 173,170	\$ 429,738

\*Provide an explanation for these costs and sources of financing in the budget justification.

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

No new costs are expected as the department has sufficient faculty, administration, staff, and resources to meet the needs of the program. Any slight increase in enrollment can be absorbed in the current course offerings and faculty load capacity. The new tuition funding is based on the small incremental growth expected of the program.

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Assessment for students in this degree program will move from ENGL 491 (0 credit hours) to being part of ENGL 494 (3 credit hours). The same assessment measures will be retained for consistency.

Overall program evaluation and assessment such as graduation and placement will continue to be handled in the same way.

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

### **Teacher or School Professional Preparation Programs**

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

#### **Area of Certification**

The BA in English will be offered with two tracks, the baseline major without concentration and the Teacher Education (9-12) Certification concentration. The requirements, expectations, and outcomes of the teacher education concentration remain intact.

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

## Bachelor of Arts in English

<b>General Education Courses</b>	<b>Semester Hours</b>
<b>ACAD 101 Principles of the Learning Academy</b>	<b>1</b>
<b>Shared Skills and Proficiencies</b>	
<b>Writing and Critical Thinking:</b> WRIT 101, HMXP 102, CRTW 201 (Composition; The Human Experience: Who Am I?, Critical Reading, Thinking, & Writing)	<b>9</b>
<b>Oral Communication:</b> May be met in major or another Gen Ed req	<b>0-3</b>
<b>Technology:</b> May be met in major or another Gen Ed req	<b>0-3</b>
<b>Intensive Writing:</b> May be met in major or another Gen Ed req	<b>0-3</b>
<b>Constitution Requirement:</b> See approved list, may be met by other req	<b>0-3</b>
<b>Physical Activity-</b> See approved list,	<b>1</b>
<b>Thinking Critically Across Disciplines</b>	
<b>Global Perspectives:</b> Could be met in major by required courses;* See approved list	<b>0-3</b>
<b>Historical Perspectives:</b> Could be met in major by required courses;* See approved list	<b>0-3</b>
<b>Introducing Students to Broad Disciplinary Perspectives</b>	
<b>Social Science;</b> See approved list; must include 2 designators	<b>6</b>
<b>Humanities and Arts:</b> Could be partially met in major by required courses* See approved list, p. 16; must include 2 designators	<b>3-6</b>
<b>Quantitative Skills and Natural Science (3 courses):</b> Quantitative Skills: See approved list, (3-8) Natural Science: See approved list, must include a lab science. (3-8) If 2 courses taken, must be in 2 different groups: Life, Physical, Earth.	<b>9-12</b>
<b>General Education Subtotal</b>	<b>32-53</b>
<b>Major (36 hours) ††</b>	
<b>Foundations:</b> ENGL 291 + (one from ENGL 203 or ENGL 211 or ENGL 208)	<b>6</b>
<b>Frameworks:</b> ENGL 300 or WRIT 350 or WRIT 502	<b>3</b>
<b>Strategic, Creative, and Critical Communication:</b> 6 hours from ENGL 507, 530; WRIT 307, 311, 316, 350, 351, 366, 367, 431, 432, 433, 465, 500, 501, 502, 507, 510 (if appropriate), 511 (if appropriate), 516, 530, or 566; and honors iterations of these courses.	<b>6</b>
<b>Critical Reading and Research:</b> 9 hours from ENGE 510 (if appropriate), ENGE 519; ENGL 203, 208, 211, 300, 305, 307, 308 (if appropriate), 310 (if appropriate), 312, 317, 319, 320 (if appropriate), 323, 324, 325, 330, 333 (if appropriate), 370, 431, 432, 433 (if these are appropriate), 471, 472, 473, 501, 502, 503, 504, 505, 510 (if appropriate), 511, 512, 513, 514, 515, 520, 521, 525, 527, 528, 529, 550; WRIT 500, 510 (if appropriate), and 511 (if appropriate); and honors iterations of these courses.	<b>9</b>
<b>Electives in ENGE, ENGL, or WRIT</b>	<b>9</b>
<b>Capstone: ENGL 494</b>	<b>3</b>
<b>Major Subtotal</b>	<b>36</b>
<b>Minor</b>	<b>15-24</b>
<b>Foreign Language†</b>	<b>3-8</b>
<b>General Electives</b>	<b>0-34</b>
<b>Total</b>	<b>120</b>

## Bachelor of Arts in English (Certification As Secondary School Teacher)

General Education Courses	Semester Hours
ACAD 101 Principles of the Learning Academy	1
<b>Shared Skills and Proficiencies</b>	
<b>Writing and Critical Thinking</b> (A grade of C- or better is required in these courses)	
WRIT 101 Composition: Introduction to Academic Discourse	3
HMXP 102 The Human Experience: Who Am I?	3
CRTW 201 Critical Reading, Thinking and Writing	3
<b>Oral Communication</b> (may be met in major, Professional Sequence, or another General Education requirement)	0-3
<b>Technology</b> (may be met in major, Professional Sequence, or another General Education requirement)	0-3
<b>Intensive Writing</b> (met in major by required course WRIT 350)	0
<b>Constitution Requirement</b> (may be met by another General Education requirement)	0-3
<b>Physical Activity</b>	1
<b><u>SUBTOTAL</u></b>	<b>11-20</b>

<b>Thinking Critically Across Disciplines</b>	
<b>Global Perspectives</b> (could be met in major by required courses)*	0-3
<b>Historical Perspectives</b> (could be met in major by required courses)*	0-3
<b>Introducing Students to Broad Disciplinary Perspectives</b>	
<b>Social Science</b> (partially met in major by required course EDUC 200#) (2 designators)	3
<b>Humanities and Arts</b> (could be partially met in major by required courses)* (2 designators)	3-6
<b>Quantitative Skills and Natural Sciences</b>	9-12
Quantitative Skills (3-8) (choose from approved list)	
Natural Science (3-8) (choose from approved list)	
[Must include a lab science. If 2 courses taken, must be in 2 different groups; Life, Physical, Earth].	
<b>* Two courses (usually 6 hours) that fulfill requirements in the <u>major</u> may also be used to fulfill General Education requirements.</b>	
<b><u>SUBTOTAL</u></b>	<b>18-27</b>
<b>TOTAL</b>	<b>29-47</b>

<b>The Major</b>	<b>6</b>
<b>Foundations:</b> ENGL 291 + (one from ENGL 203 or ENGL 211 or ENGL 208)	
<b>Frameworks:</b> WRIT 350 (C or better required)**	<b>3</b>
<b>Strategic, Creative, and Critical Communication:</b> ENGL 507 and ENGL 530 (C or better required in both courses)**	<b>6</b>
<b>Critical Reading and Research:</b> ENGE 519 (C or better required)** and 6 hours from ENGE 510 (if appropriate); ENGL 203, 208, 211, 300, 305, 307, 308 (if appropriate), 310 (if appropriate), 312, 317, 319, 320 (if appropriate), 323, 324, 325, 330, 333 (if appropriate), 370, 431, 432, 433 (if these are appropriate), 470, 471, 472, 473, 501, 502, 503, 504, 505, 510 (if appropriate), 511, 512, 513, 514, 515, 520, 521, 525, 527, 528, 529, 550,; WRIT 500, 510 (if appropriate), and 511 (if appropriate; and honors iterations of these courses.	<b>9</b>
<b>Electives in ENGE, ENGL, or WRIT</b>	<b>12</b>
<b>Capstone:</b> ENGE 393 (counted in professional education sequence) and ENGL 491	<b>0</b>
<b><u>SUBTOTAL</u></b>	<b>36</b>

<b>Professional Education Sequence</b>	<b>38</b>
EDUC 101, 200, 220, 401, 402, 410; EDCO 201, 202, 305, 350	27
ENGE 390 Junior Field Experience	1
ENGE 391 Principles of Teaching English (C or better required)**	3
ENGE 393 Seminar in Secondary English Teaching	1
READ 331 Foundations of Literacy for Middle Level and Secondary Students	3
READ 346 Content Area Literacy (C or better required)**	3

**Foreign Language Requirement** **3-8**

**General Electives** **0-14**

**TOTAL** **120**

\*\* ENGL 507, 530, WRIT 350, ENGE 519, 391, and READ 346 cannot be taken on an S/U basis.

*The student must complete a minimum of 12 semester hours of ENGL courses in residence at Winthrop University. No more than three hours of Academic Internship can count toward the major in English. Students majoring in English with a writing concentration may not minor in Writing.*