

Beginning Reporting

Gathering and writing news for publication. Emphasis on conducting the interview, developing news sources, accurate reporting, and news writing skills. Prerequisite: Ability to type and ENGL111, 112 with a minimum grade of C or permission of instructor.

JOUR260 **Alt (3)**

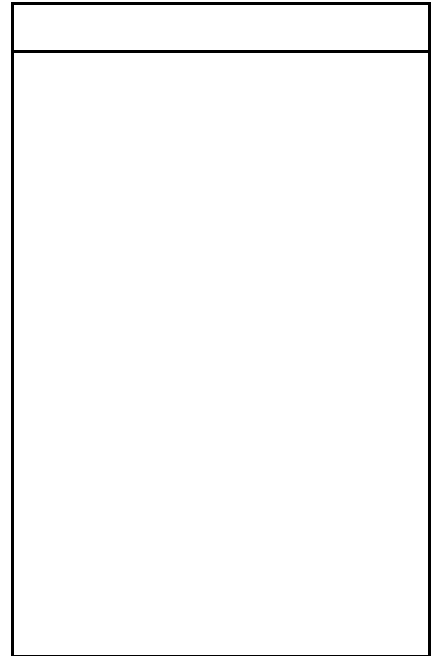
Copy Editing

Study of the editing process and its place in journalism and public relations. Practice in editing copy, writing headlines, composing picture captions, planning layouts, and designing pages. Prerequisite: JOUR250.

JOUR275 **(3-4)**

Photojournalism

Practice in the composition of good news pictures and in producing the picture story. Lab exercises in darkroom techniques and procedures. Prerequisite: PHTO115 or permission of instructor.



- Written English) score of 5.5
OR
2. MELAB average score of 93 with no section score lower than 90.

Undergraduate Programs

BA: English—52

Requirements: ENGL185, 270, 285, 385, 386, 387, 460, and one upper-division writing class. Does not include ENGL111, 112, or 306. The remaining courses in the major should be selected in relationship to one of the following emphases:

Literature Emphasis

This emphasis is recommended for those planning to do graduate work in English or for those planning professional careers that demand a broad liberal arts background. In addition to the core courses required in the major, students must take ENGL464, 476; one course from 458, 470, 474; and the remaining credits selected as electives in English. Cognate: one course from HIST 400, 445, 446, 487.

English as a Second Language Emphasis

This emphasis prepares teachers of English as a Second Language as well as students for further graduate work in linguistics. In addition to the core courses required in the major, students must take 435, 455, 465 (8 credits); 469; one of 250, 438, 454, 467. Select remaining elective credits in English. Cognate: ANTH200.

Writing Emphasis

This emphasis is suitable for those planning professional careers as writers or those particularly interested in the teaching of writing. Students selecting this emphasis are encouraged to select a second major or minor that will enhance future employment. In addition to the core courses required in the major, students must take ENGL220, 438, 454, 467 (8 credits). Select remaining elective credits in English. Cognate: JOUR250 or 456.

BA: Elementary Education, Second Major in English—45

Requirements: ENGL234, 250, 267, 270, 285, 306, 385, 386, 387, 407, 454, 460 and elective credits chosen in consultation with the department adviser. Does not include ENGL111, 112.

BS in Elementary Education, Major in Language Arts—54

Requirements: COMM280, 450, EDTE418S, ENGL234, 250, 267, 270, 285, 407, 454, SPPA321; one course from ENGL385, 386, 387, 408; electives chosen from COMM320, 436, 440, 456, 474, EDPC 478, EDTE416, 420, 484, ENGL455, 460, SPPA234, any above courses not taken, and other literature courses in the English Department.

Minor in English—30

Requirements: ENGL267, 270, 285, 385, 386, 387; one of 234, 455, 460; one of 250, 438, 454, 467, JOUR 250, 456. Does not include ENGL111, 112, or 306.

Minor in English as a Second Language—30

Requirements: ENGL234 or 455; one of 250, 438, 454; ANTH200 or ENGL440; ENGL460, 465; one of ENGL435, 469, or repeat of 465 with different content; two courses in literature. Recommended cognate: COMM280. Does not include ENGL111, 112, 306. Students finishing this program may receive a state endorsement in English for teacher certification if they complete one more course in literature (specifically American Literature, if such has not already been chosen).

Minor in Language Arts with an Elementary Education Major—36

Requirements: COMM450, EDTE418, ENGL234, 250, 267, 407, 454; one of ENGL270, 285; select remaining courses from COMM280, 436, 474, EDTE416, 420, 469, 484, ENGL460, SPPA234, 321.

BILINGUAL EDUCATION GROUP MINORS FOR TEACHERS

(F. Estella Greig, Coordinator)

Many school districts are required by law to provide bilingual teachers who are certified to teach in elementary or secondary schools in languages other than English. To meet this need, the following group minors have been established and approved by the state of Michigan.

Minor in Bilingual Education (French)—36

Requirements: ANTH200 or ENGL440; ENGL234 or 455; 460, 465; FREN241, 242, 360, either 420 or 430.

Minor in Bilingual Education (Spanish)—36

Requirements: ANTH200 or ENGL440; ENGL234 or 455; 460, 465; SPAN241, 242, 315, 436.

In addition to completing the courses required for one of these minors, students must demonstrate, prior to certification, that they possess the desired oral and written skill level in the language concerned.

CENTER FOR INTENSIVE ENGLISH PROGRAMS

Dianne L. Staples, Director

Andrews University English Language Institute (AU-ELI)

AU-ELI offers an intensive English Language study program to help students whose native language is not English develop the academic skills needed to succeed in their degree programs. It is designed to improve the understanding, speaking, and writing of English through the study of reading, grammar, vocabulary building, composition,

TOEFL Preparation: Intermediate/Advanced

Intensive preparation for the *TOEFL*, including review and strategies for taking grammar, reading, listening, and writing sections of the test. Repeatable with different content.

ENGL109 1-5
Individualized Study: Beginning/ Intermediate/Advanced

Individualized study of English as a second language, appropriate to proficiency level. May include (but not limited to) grammar, writing, reading, listening, and speaking. Repeatable with different content.

*Required for ACA students, but open to others.

Graduate Programs

The English Department offers the Master of Arts: English. It also cooperates with the School of Education in offering the Master of Arts in Teaching (MAT) degree. In addition, the English Department participates in offering the Master of Arts: Interdisciplinary Studies (Humanities) described on p. 85.

Master of Arts

The English Department offers three emphases in its Master of Arts program. In addition to the general requirements for the MA degree as stated on p. 28, the required core courses for the MA in English are ENGL510, 530, 550, 595 (a minimum of 1 credit) and 597. Additional requirements for each area of emphasis are listed below.

Literature Emphasis

This program provides a special emphasis on literature and literary theory with adequate flexibility for additional course work in rhetoric and language. The additional required courses are ENGL450, 589 (Seminar in Literature), and two additional literature courses.

Teaching English as a Second Language (TESL) Emphasis

This program includes extensive study of English language and linguistics and is particularly appropriate for those who plan to teach English to speakers of other languages or do further work in linguistics. The additional required courses are ENGL465 (twice with different content), 469, 589 (Seminar in Linguistics); and two from 466, 474, 525 (Topics in Linguistics), and 540.

Rhetoric and Composition Emphasis

This program is primarily designed for those who plan to emphasize the teaching of writing at various educational levels. The additional required courses are ENGL450, 505-001 (minimum of 2 credits), 545, 589 (Seminar in Rhetoric), and one of ENGL 438, 454.

MA Admission and Degree Requirements

1. Applicants must meet the English proficiency standards listed on p. 75.
2. Applicants must have earned a minimum of 30 quarter credits (20 semester hours) in English courses as prerequisites, including ENGL460 (or its equivalent).
 - These prerequisites are in addition to the

General Education composition requirement.

- It is desirable to have completed an English undergraduate major of at least 45 quarter credits (30 semester hours).
 - Students taking the MA: English (TESL) must have completed ENGL455 (or its equivalent) as a prerequisite.
 - Applicants with fewer English prerequisite credits than the minimum number required must remove the deficiencies by taking additional English courses other than those required for the MA degree.
3. Applicants must demonstrate proficiency in a foreign language by having done one of the following:
 - Earned credit through the intermediate college level with a minimum average grade of C.
 - Passed an exam approved by the English Department.
 - Completed their education through secondary school in a first language other than English.
 4. Students must complete a minimum of 48 graduate credits.
 5. Candidates must pass written comprehensive examinations.
 6. Candidates must prepare a portfolio of their writing including one project paper.

Master of Arts in Teaching

This degree prepares students for certification and teaching English in elementary or secondary schools. *Prerequisite:* At least 15 quarter credits (10 semester hours) in English courses, exclusive of the General Education composition requirement. See also p. 24. In consultation with the department chair, certain of the courses listed below may be applied toward such a program.

An alternative Master of Arts in Teaching program is designed for those preparing to teach English to speakers of other languages; it requires courses ENGL455, 460, 465, 469, and two from 466, 525 (Topics in Linguistics), 540.

Courses

(Credits)

See inside back cover for symbol code.

Note: ENGL111,112 are prerequisite to all upper division courses in English.

COMPOSITION

ENGL110 (1-3)
Basic Writing Skills
Development of basic writing skills preliminary to ENGL111 for students who show a need for additional work on composition. These credits do not apply toward General Education requirements or to majors or minors in English. Prerequisites: Native speaker of English or an average of 550 on TOEFL or 80 on MELAB or completion of all classes with at least a B in ENGL106. Cannot be audited.

ENGL111,112 (6)
English Composition
Fundamental principles of composition as they pertain to the use of current standard English. Prerequisite for students whose native language is not English: An overall average of 550 on TOEFL or 80 on the MELAB or completion of ENGL106 with at least a B in all classes. ENGL111 is prerequisite to ENGL112. Cannot be audited.

ENGL111 V (4.5 qtr; 3 sem)
English Composition I
Distance education—see content above.

ENGL111-50, 112-50 (6)
Honors English Composition
Facility with composition skills as stressed in regular sections of composition is assumed. The class emphasizes these skills in various special approaches to the fundamental principles of composition. Permission of the instructor is required for ENGL112-50 if the student has not taken ENGL111-50. Cannot be audited.

ENGL220 (3-4)
Technical Writing
Techniques of written communication in the preparation of industrial and engineering reports and proposals. Prerequisite: ENGL111. Cannot be audited.

ENGL250 (4)
Writing Instruction K-8
Study of the development of young writers and ensuing pedagogical issues; assignments, evaluation, and instruction in mechanics. Prerequisites: ENGL111, 112.

ENGL267 (3)
Literary Analysis
An introduction to writing about literary forms and genres, with emphasis on analysis and interpretation and several critical approaches.

ENGL306 (3)
Writing Seminar
An upper-division continuation of the General Education writing requirement begun in English 111 and 112. Emphasis on an interdepartmental approach to major papers or projects in the area of the student's specialty, with a review of library and research skills included. Prerequisites: ENGL111 and 112 or 220. Preference given to juniors and seniors. Cannot be audited.

ENGL306-50 (3)
Honors Writing Seminar
A specific emphasis on the senior honors research proposal is included. Cannot be audited.

ENGL438 g (4)
Advanced Composition
An exploration of published essays, writing theory, and strategies. Student essays move beyond—in style, scope, and subject matter—

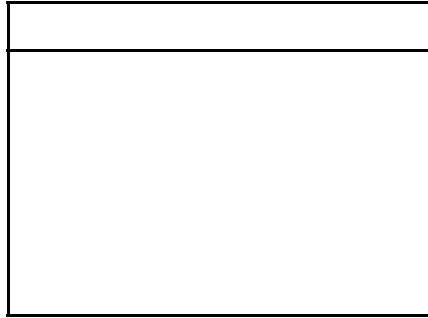
- ENGL550** (4) structure with special emphasis on the contrasts between oral and written discourse. Prerequisites: ENGL460 and demonstration of grammar competence by one of the following— ENGL234, 455, an equivalent course, or departmental testing.
- ENGL540** (3-4)
Language and Culture
Study of language in the context of ethnology with emphases on (1) the effect of social variables (including gender) on language use, and on (2) paralanguage (e.g., kinesics and proxemics). Prerequisite: ENGL460 or permission of instructor.
- ENGL234** (4)
Grammar for Teachers
Introduction to the phonology, morphology, and syntax of English.
- ENGL435** (2-4)
Topics in Linguistics
Study of topics in linguistics such as bilingualism, male/female language, or contrastive analysis. Topic and credits to be announced in advance. Repeatable with different content.
- ENGL440** (3)
Language and Culture
The study of language in the context of ethnology with emphasis on (1) the effect of social variables (including gender) on language use, and (2) on paralanguage (e.g., kinesics and proxemics). Prerequisite: ENGL460 or permission of instructor.
- ENGL455** g (4-5)
English Grammatical Analysis
A comprehensive study of English syntax focusing on the work of 20th-century grammarians. Students without a previous course in the history of the English language should enroll for 5 credits.
- ENGL460** g (4)
Linguistics
An introduction to linguistics for those planning to teach language, communication, or English on any level.
- ENGL465** g (4)
TESL Methods
Specialized techniques for teaching and testing various English-language skills. Content rotates among grammar; reading and writing; speaking and listening. Repeatable with different content. Prerequisite: ENGL460.
- ENGL466** g (4)
Phonology
Study of speech sounds and patterns including articulatory phonetics, phonemics, and an introduction to modern phonological theory and analysis.
- ENGL469** g (4)
Second Language Acquisition
Study of current theories of and research in language acquisition and the implications of this scholarship for language teachers and teaching. Prerequisite: ENGL460 or permission of instructor.
- ENGL474** g (4)
History of the English Language
History of language, including the sound changes affecting modern English, history of grammatical forms, and vocabulary. Fundamental knowledge of grammar is assumed.
- ENGL530** (4)
Discourse Analysis
Study of language function and supra-sentential
- LITERATURE**
- ENGL185** (4)
Much Ado about English
An introductory course, organized thematically, featuring various texts and approached from several perspectives, including linguistic, rhetorical, and literary analysis.
- ENGL255** (4)
Studies in Literature
A basic course with emphasis in various sections indicated by subtitles, such as the Short Story, Drama, Ethnic Literature in America, Nonfiction Prose, Women's Literature, and World Literature. Repeatable with different content.
- ENGL270** (4)
American Literature to 1900
American literature from the 17th century to 1900.
- ENGL270** V (4.5 qtr; 3 sem)
American Literature to 1900
Distance education—see content above.
- ENGL285** (4)
American Literary Studies
Approaches to American literature since 1900, organized by themes, regions, cultural groupings, periods, or genres, including topics such as The American Dream, American Women Writers, and Southern Writers.
- ENGL285** V (4.5 qtr; 3 sem)
American Literary Studies
Distance education—see content above.
- ENGL385** (4)
English Literature I (to 1660)
Literature of the British Isles from Beowulf through the Renaissance.
- ENGL386** (3)
English Literature II (1660-1832)
Literature of the British Isles from the Restoration through the Romantic period.
- ENGL387** (3)
English Literature III (1832-present)
Literature of the British Isles from the Victorian period to the present.
- ENGL407** g (4)
Literature for Children
Selection, analysis, and evaluation of literary works

ENGL459

9 (4)

Methods of Teaching English

An integration and exploration of pedagogical



The courses listed below are required for distance education students only. See Department of Religion and Biblical Languages, p. 114, for course descriptions.

Requirements: RELB210, 225, 304, 305, 374 or 375, 434; RELT290, 320, 340; HIST404.

Students may earn only ONE General Studies associate degree.

Minor in General Studies 30

A minor in General Studies may be used in conjunction with regular degrees or with a General Studies major. Eligibility and program criteria are identical as for the General Studies degree.

Courses

(Credits)

See inside back cover for symbol code.

Courses/Workshops in the Lifelong Learning program are offered for variable credit or non-credit in specific departments under the 248 and 438 numbers with departmental acronyms. See the Class Schedule for the listing of such courses offered each year.

GCAS120 (1)
Introduction to Libraries
An introduction to libraries as information centers. The course is divided between orientation to the use of James White Library resources and the "virtual library" available through the Internet and other sources.

GCAS224 (4)
Introduction to Philosophy
A study of the efforts of philosophy to provide answers to major human problems. Does not apply toward a degree or a General Education requirement in religion. Open to all students.

GCAS240 (4)
Introduction to Women's Studies
Surveys key cultural documents by and about women for the purpose of comprehending central issues. Students contribute a survey of the women's literature that has collected around their choice of academic discipline or career track. Taught upon demand.

GCAS250 (2)
Career and Life Planning
Techniques of career and life planning. Topics such as the relationship between religious commitment and career choice, decision-making techniques, and individualized exploration of specific career areas are considered. Helps the student choose a career and develop skills for decision making throughout life.

GCAS280,380 (1-2)
Cooperative Education in (subject area)
Supervised work experience with a cooperating industry, agency, or institution. The student is supervised by his/her department. A minimum of 150 hours of work is required for each credit. Repeatable to 6 credits. Credit on S/U basis. Prerequisites: Sophomore standing or above and permission of the department chair. Students must apply and be accepted one quarter in advance of their planned cooperative education experiences.

GCAS294,394 (4-15)
Off-Campus Study in _____
See details on p. 26.

GCAS298 (variable)
PLA: (Special Topic)
PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted. Repeatable with different topics.

GCAS300 (1-4)
Topics in: _____
Designed to add flexibility to the college offerings and to meet diverse student needs. Repeatable with different topics. Consult the class schedule for current topics.

GCAS310 (4)
Introduction to Western Arts
The stylistic character and cultural climate of the important epochs of Western civilization; the relationship of painting, sculpture, architecture, and music. Discussion periods and lectures illustrated with colored slides, film strips, and recordings.

GCAS315 (4)
Contemporary Issues
A study of major national and international problems since World War II. Enables students to understand broad aspects of the world's major problems. These may include, but are not limited to, the East-West conflict, the nuclear arms race, terrorism, pollution, and Third World poverty.

GCAS320 (2-4)
Critical Thinking
Designed to encourage independent thinking and to teach skills (including formal and informal logic) necessary for problem solving as well as understanding and evaluating the ideas and claims of others.

GCAS495 (1-8)
Independent Study/Readings
Directed study or readings under the guidance of an instructor. Repeatable. Registration is by permission of the dean in consultation with an instructor.

GCAS498 (variable)
PLA (Special Topic)
PLA (Prior Learning Assessment) is a process which validates learning experiences that have occurred outside traditional college/university academic programs. A portfolio of evidence for demonstrating experience and competency justifies and determines the amount of credit granted. Repeatable with different topics.

GCAS499 (1)
PLA Portfolio Development
The development of a portfolio of evidence to present for Prior Learning Assessment.

HISTORY AND POLITICAL SCIENCE

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Faculty

