Table of Contents

ADVISING INFORMATION .................................................................................................................. 4

IMPORTANT NOTES .......................................................................................................................... 7

COURSES ....................................................................................................................................... 8

COURSE DISTRIBUTION BY LEVEL (NEW MAJOR) ................................................................. 23

COURSE DISTRIBUTION BY LEVEL (OLD MAJOR) ................................................................... 24

ENGLISH COURSES APPROVED FOR CORE CREDITS, SPRING 2023 .......................... 25

EDUCATION COURSES FOR MAJORS COMPLETING PATHWAYS TO 7-12 CERTIFICATION... 26

MINOR/CERTIFICATE IN PUBLIC AND PROFESSIONAL WRITING ........................................ 27

MINOR IN CREATIVE WRITING .................................................................................................. 28

MINOR IN ENGLISH ....................................................................................................................... 29

MINOR IN GAME DESIGN STUDIES ............................................................................................ 29

ACCELERATED GRADUATE PATHWAY - LAW ................................................................. 31

STUDY ABROAD ............................................................................................................................ 32

SIGMA TAU DELTA ....................................................................................................................... 35

FULBRIGHT AND OTHER AWARDS ......................................................................................... 35

SCHOLARSHIPS .............................................................................................................................. 36

FACULTY ......................................................................................................................................... 37
Advising Information

Professor Shelton Waldrep – Chair, Department of English - waldrep@maine.edu

Who is my advisor?

All students have at least two advisors: a Professional Advisor and a Faculty Academic Advisor. For most English majors, your Professional Advisor will be Pam Edwards pedwards@maine.edu or Kristin Ciampa kristin.ciampa@maine.edu. If you are an English major with an Education Track, your advisor will be Christen Eaton christen.eaton@maine.edu or Gail Minichiello gail.minichiello@maine.edu.

Your faculty academic advisor’s name is listed in MaineStreet below the enrollment dates in your Student Center. Click “details” to contact your advisor by email. On the English Department’s website http://www.usm.maine.edu/eng, you will find a complete list of faculty, their office hours, phone numbers, and email addresses. If you are unable to reach your advisor, contact the Department Chair.

All English majors may choose their own faculty academic advisor. Change of Advisor forms are available in the English Department Office in 311 Luther Bonney. Once you have completed this form, our administrative specialist will change your advisor in MaineStreet.

When should I meet with my faculty academic advisor?

It is strongly recommended that all students meet with their faculty academic advisor at least once a semester to discuss

- English major requirements https://mycampus.maine.edu/group/usm/forms6
- Core requirements
- Degree progress
- Choosing a minor
- Your academic and career plans
- Any additional questions

At a minimum, you should meet with your advisor during priority registration to discuss course selection and develop a schedule. Please note: if you do not register for classes during priority registration, some classes may be cancelled due to low enrollment. There is no charge associated with priority registration.

Priority registration begins on Monday, November 7, 2022. Your MaineStreet Student Center will give you the exact date/time when you can register for classes. Contact your advisor to schedule an advising appointment.
How should I prepare for priority registration advising?

Before Your Appointment

- Review the English Department’s Course Guide for next semester’s courses. A hard copy is available in the English Department office or online at the English Department’s website at [http://www.usm.maine.edu/eng/](http://www.usm.maine.edu/eng/).
- Go to MaineStreet and print out an unofficial transcript and a schedule of the classes you are taking this semester.
- Review the Core curriculum requirements in your MaineStreet Degree Progress Report. See what remaining requirements you have.
- Review your English Major Requirements Form to see which remaining requirements you have in the major. Copies of the English Major Requirements Form are available in the English Department office as well as on the English Department’s website. You may find it useful to keep a filled out copy for yourself so that you can check off requirements as you matriculate. [https://mycampus.maine.edu/group/usm/forms6](https://mycampus.maine.edu/group/usm/forms6)
- Using the Wish List in MaineStreet, develop a list of possible classes to take. Check to see if you have met proficiencies and course prerequisites. For example, ENG 100 College Writing (and ENG 102 Academic Writing, if matriculated Fall 2021), and ENG 140 Reading Literature are prerequisites for all English majors, and you must complete ENG 245, Introduction to Literary Studies, before taking the senior seminar/capstone.
- Bring all of your documents with you to your advising appointment.

At Your Appointment You Can Expect to

- Confirm your remaining Major and Core requirements.
- Design a schedule that fits your needs.

~ Additional Advising Tips ~

**Catalog** – To view Degrees, Minors, and Certificates for catalog year 2022-2023, visit [https://mycampus.maine.edu/group/usm/degrees-and-certificates](https://mycampus.maine.edu/group/usm/degrees-and-certificates)

**Core (Matriculated Fall 2011 and forward)**
The best way to view your progress toward completing the core is to choose “Degree Progress Report” from your MaineStreet account. Click on the green arrow beside each category.

To monitor the progress of your completion of the English major, English minor, Creative Writing minor, Public and Professional Writing minor, or Game Design Studies minor choose ‘Course History by Subject’ in your student center and then scroll down to “English.” Any approved transfer or AP credits should also show up here. If you have questions about your transfer credits, please contact Heidi Noyce, Associate Director of Transfer Affairs, at [heidin@maine.edu](mailto:heidin@maine.edu).

Please keep in mind that if you have Advanced Placement credit, you may need to have that
information sent to USM. Please contact the Office of Prior Learning Assessment for more information. [https://usm.maine.edu/prior-learning-assessment](https://usm.maine.edu/prior-learning-assessment)

You may also wish to note the following information about navigating the Core on MaineStreet:
To view courses offered in a particular semester that will satisfy Core requirements using the various Core configurations, see “Class Search.” After selecting the institution (USM) and semester, scroll to the bottom of the “Additional Search Criteria” to “General Ed Category.” Drop down the menu and you will see a list of categories.

Visit the Core Curriculum website for more details. [http://usm.maine.edu/core](http://usm.maine.edu/core)

**General Residency and Senior Residency Requirements**
For all baccalaureate degrees at the University, a minimum of 30 credit hours, including at least 9 credit hours in the major field at the 200-level or above, must be completed at the University of Southern Maine.

**GPA Calculator**
USM has a great GPA Calculator; see [http://usm.maine.edu/success/gradplanner/gpaCalc.html](http://usm.maine.edu/success/gradplanner/gpaCalc.html)

**Degree Planning**
See [https://usm.maine.edu/advising/degree-planning-2021-2022-majors-list-alphabetical](https://usm.maine.edu/advising/degree-planning-2021-2022-majors-list-alphabetical) for degree planners. Scroll down for English.

**Commencement vs. Graduation**
A student who has a credit hour threshold of 114 credits by the end of the spring semester, and who is registered to earn 120 credits by the end of the summer, may walk in Commencement. Students do not officially graduate until all requirements have been met. USM has graduation dates in May, August, and December, but only one ceremony in May. You can apply for graduation via MaineStreet only during the semester you plan to graduate. You do not need to contact your advisor in order to apply for graduation, but it is strongly recommended that you see your advisor to review your progress towards degree completion the semester **BEFORE** you plan to graduate.

1. You can apply to graduate **only** from the [Classic Student Center](http://usm.maine.edu). To access this from MaineStreet, click on “Student Self-Service” and select the “Classic Student Center” box.
2. On the left, click on the drop-down list, “other academic....”
3. Select the option “Apply: Graduation/Completion.”
4. Follow the steps to select your program and anticipated semester of graduation and to supply any necessary information to the Office of Registration and Scheduling Services.

**Need help or have questions?**
Please visit USM Office of Registration & Scheduling Services:
140 Luther Bonney Hall, Portland Campus
107 Bailey Hall, Gorham Campus
Email: registerusm@maine.edu, Call: 207-780-5230
*** IMPORTANT NOTES ***

- For students who matriculated from Fall 2015 through Summer 2021, the English major is 36 credits. For students who matriculate Fall 2021 or later, the English major is 42 credits. See below for the new sequencing. Requirements in this course guide note courses that fulfill old and new major requirements.

- ENG 100 College Writing (or ENG 101 Independent Writing) and ENG 140 Reading Literature are prerequisites for all English majors who matriculated before Fall 2021.

- Beginning Fall 2021, ENG 100 College Writing (or ENG 101 Independent Writing), ENG 102 Academic Writing, and ENG 140 Reading Literature are prerequisites for all English majors.

- For students who matriculated Fall 2015 or later, only four courses (12 credits) at the 200-level, including ENG 245 and ENG 220, may count toward the required 36 or 42-credits in the major.

- ENG 201 Creative Writing is a prerequisite for creative writing courses at the 300-level and higher.

- For students with the 2015-2016 catalog year or later, only courses at the 300-level or higher will satisfy the Criticism and Theory requirement. (ENG 334 fulfills the Criticism and Theory requirement for K-8 track students.)

- ENG 245 Intro. to Literary Studies is a prerequisite for the capstone seminar. Students majoring in English should take it immediately after ENG 140 and as early in the major as possible. Non-English majors are encouraged to take ENG 245, but it is not required in order to take upper-level ENG courses. Consult with the instructor if you have questions about the demands of the course.

- Individual courses may specify other prerequisites.

- Whenever possible, English majors should observe the following sequence:

<table>
<thead>
<tr>
<th>36-credit major (Students who matriculated Fall 15-Summer 21)</th>
<th>42-credit major (Students who matriculate Fall 21 and later)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 100 (or ENG 101), ENG 140 (prerequisites)</td>
<td>ENG 100 (or ENG 101), ENG 102, ENG 140 (prerequisites)</td>
</tr>
<tr>
<td>ENG 220, 245, and up to two more 200-level ENG electives</td>
<td>ENG 220, 245, and up to two more 200-level ENG electives</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>300-level courses in Historical Periods (at least one course before 1800) (9 crs.), Writing (3 crs.), Theory (3 crs.), and ENG electives (2 ENG elective courses may be at the 200-level) (12 crs.)</td>
<td>ENG 305 Rhetoric, Syntax, and Style</td>
</tr>
<tr>
<td>27</td>
<td>30-level courses in Interdisciplinary and Cultural Studies (3 crs.), Historical Periods (at least one course before 1800) (12 crs.), Writing (3 crs.), Theory (3 crs.), and ENG electives (2 ENG elective courses may be at the 200-level) (9 crs.)</td>
</tr>
<tr>
<td>400-level Capstone Seminar</td>
<td>400-level Capstone Seminar</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total Credits</td>
<td>36</td>
</tr>
</tbody>
</table>

See the degree planners for more detailed plans. https://usm.maine.edu/advising/degree-planning-2021-2022-cahs#eng
ENG 140 Reading Literature

ENG 140 Reading Literature is a required foundation course in the English major and satisfies the General Education Cultural Interpretation requirement. It emphasizes close reading of texts from different historical periods and introduces students to literary conventions and terminology as well as to library and Internet resources available for research. It is a prerequisite for ENG 245 and all other 200-level and higher courses. **This course does not count as credit toward the English major.**

This foundational course introduces students to literary and critical analysis by emphasizing close reading of texts within historical and cultural contexts. Students will become familiar with critical methodology, scholarship, and research that will assist them in engaging analytically with literature of diverse genres and time periods, including poetry, drama, and film from the 14th–20th centuries. Grounding our work will be a tracing of comedy through the ages: from the epics of the Middle Ages, through Elizabethan Renaissance drama, to the inventive invective and wit of the 18th century, with the occasional pop-culture, satirical cinematic piece mixed in for good measure, we will consider the perpetual question of “what’s so funny?!”

**TEXTS:** *The Bedford Glossary of Critical and Literary Terms; Geoffrey Chaucer, Canterbury Tales; William Shakespeare, As You Like It; Alexander Pope, The Rape of the Lock; Jonathan Swift, A Modest Proposal and The Lady's Dressing Room; Lady Mary Wortley Montague, The Reasons that Induced Dr. S. . . ; Kenneth Branagh, As You Like It; and Rob Reiner, The Princess Bride*

**ASSESSMENT:** formal essays; journal; exams; class presentations

---

The course introduces students to the methods of literary interpretation and the art of reading texts attentively. The course emphasizes close reading of a wide variety of texts from different historical periods and understanding how the meanings of a text relate to its formal devices and period conventions.

**TEXTS:** *The Bedford Glossary of Critical and Literary Terms; The Norton Introduction to Literature* (shorter 11th edition)

**ASSESSMENT:** a combination of quizzes, short and long papers, and exams

---

This course introduces students to the premises and techniques of literary analysis. The course emphasizes close reading of texts from different historical eras and introduces students to literary conventions and terminology, the mechanics of writing about literature, and library and Internet resources available for literary study.

**TEXTS:** Readings will be available via electronic reserve.

**ASSESSMENT:** three 5-7 page essays; a critical glossary; group presentation

**Three sections of ENG 140 are available.**
ENG 201 Creative Writing

This course is an introduction to the principles and practices of writing fiction and poetry; other genres may be added at the discretion of the instructor. Students will be exposed to a variety of writing modes through exercises and engagement with literary texts. Emphasis is on using imaginative and precise language, on developing critical skills through workshops, and on assembling a portfolio of revised student writing.

<table>
<thead>
<tr>
<th>Professor</th>
<th>Days</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bendzela</td>
<td>MW</td>
<td>9:30 – 10:45</td>
<td>Gorham</td>
</tr>
<tr>
<td>Bendzela</td>
<td>MW</td>
<td>12:30 – 1:45</td>
<td>Gorham</td>
</tr>
<tr>
<td>Berger</td>
<td>T</td>
<td>5:30 – 8:00</td>
<td>Portland</td>
</tr>
<tr>
<td>Cheung</td>
<td>TR</td>
<td>11:00 – 12:15</td>
<td>Gorham</td>
</tr>
<tr>
<td>Cheung</td>
<td>TR</td>
<td>2:00 – 3:15</td>
<td>Gorham</td>
</tr>
<tr>
<td>Kelly</td>
<td></td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>Menting</td>
<td>TR</td>
<td>2:00 – 3:15</td>
<td>Portland</td>
</tr>
<tr>
<td>Merrill</td>
<td>MW</td>
<td>11:00 – 12:15</td>
<td>Portland</td>
</tr>
<tr>
<td>Rieff</td>
<td>TR</td>
<td>11:00 – 12:15</td>
<td>Portland</td>
</tr>
<tr>
<td>Sruoginis</td>
<td></td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>Sruoginis</td>
<td></td>
<td></td>
<td>Online</td>
</tr>
<tr>
<td>Sruoginis</td>
<td></td>
<td></td>
<td>Online</td>
</tr>
</tbody>
</table>

Fulfills Elective Requirement
Fulfills the General Education Creative Expression Requirement

NOTE: ENG 201 does not satisfy the English Major Writing Requirement.
ENG 204 Professional Writing

ENG 204 is a career-oriented course that helps students become better communicators and produce professional and technical material in written and visual formats that is user-centered and aware of audience and context. Students will examine and contrast different modes of professional communication, discuss challenges related to communication in professional settings, and practice writing individual and collaborative documents.

TEXTS: All needed course information and readings will be uploaded to Brightspace.

ASSESSMENT: major projects include polished application materials, technical written and visual instructions, an extensively researched white paper, and a group marketing project

Fulfills Elective Requirement
Foundation Course in Public and Professional Writing Minor/Certificate

NOTE: ENG 204 does not satisfy the English Major Writing Requirement.

Visit the Department of English’s website for news and resources.
www.usm.maine.edu/eng
English 205 is a discovery and exploration of sentence form, style, and content: we will examine how sentences are formed, how they work, how they make sense, and how they can evoke understanding, insight, and pleasure.

This course develops students’ knowledge of sentence parts, patterns, word choice, and effects. Through writing and revision, students will explore the relations between sound, structure, context, genre, and meaning. Students will also seek out samples of literary, academic, and professional texts to identify the sentence conventions and patterns used in particular contexts. Please note: This course is an alternative to, and not a prerequisite for, ENG 305 Rhetoric, Syntax, and Style.

Knowing how to write, revise, and shape sentences will prepare you for the range of writing contexts you will encounter as a student and as a professional. You can use this understanding to shape your style according to audience and genre, and to develop clear, effective communication. Using the most effective sentences for different disciplines enables a writer to communicate with audiences in the appropriate context. While this course cannot prepare you to write all genres for all the audiences you are likely to encounter, being able to identify sentence structures and types will prepare you to adjust your style to new writing situations.

Hacker, Diana, *A Writer’s Reference*, Preferably 8th or 9th Edition but 7th is ok (Bedford / St. Martin’s)
There is no need for the new 10th edition. Handouts in class (We will use many of these.)

ASSESSMENT: Sentences in forms we study will be due each week as well as in class. Students are responsible for readings in Hacker and Tufte, regular sentence assignments, a mid-term and a final short essay. Attendance and participation are required for all classes.

Fulfills Elective Requirement
Foundation Course in Public and Professional Writing Minor/Certificate
NOTE: ENG 205 does not satisfy the English Major Writing Requirement.
ENG 220 World Masterpieces I

ENG 220 World Masterpieces I is a required course in the English major and will cover the major works of Western and non-Western literature from the classical, medieval, and early modern eras and provide an historical foundation for subsequent coursework in literature and theory.

Fulfills Elective Requirement (Requirement Term Spring 2015 or prior)
Fulfills English Major Requirement (Requirement Term Fall 2015 or later)

In this survey course, we will examine some of the most cherished and influential works of world literature, philosophy, and religion from classical antiquity to the late middle ages.

TEXTS: Texts will likely include the Epic of Gilgamesh; Homer, the Odyssey; Virgil, the Aeneid; Ovid, the Metamorphoses; Lucretius, On the Nature of the Universe; the Hebrew Bible; the New Testament; the Qur’an; the Bhagavad Gita; works by Laozi and Zhuangzi; Augustine, the Confessions; 1001 Nights; Boccaccio, the Decameron, Sir Gawain and the Green Knight; and Chaucer, the Canterbury Tales. We will use the Norton Anthology of World Literature, Volumes A and B.

ASSESSMENT: four short essays, two long essays, a final exam, and class participation

This course introduces students to the practical methods and procedures of literary research and interpretation and the techniques of effective critical writing. It also familiarizes them with several significant theoretical and pedagogical approaches to literary and cultural studies and demonstrates how these critical approaches can be applied in literary interpretation. We will read and discuss a number of literary works from a variety of periods, but there will also be a strong emphasis on writing.

TEXTS: TBD

ASSESSMENT: TBD
ENG 245 Introduction to Literary Studies

This is a required course for English majors.

This course introduces students to the terminologies, methodologies, and writing strategies necessary to pursue a major in English. Through readings of both critical essays and literary works, we will study and compare a variety of critical and theoretical approaches to textual analysis and explore the relationships between literature and culture. There will be a strong emphasis on writing assignments that teach skills necessary both for effective critical thinking and for writing a literary research paper. Ideally, you should take this course with other 200-level major requirements, such as ENG 220 World Masterpieces. As this course prepares you for reading and research, you should take it before any 300-level literature or theory course. It is a prerequisite for the capstone seminar and is a required course for English majors.

This course introduces students to the practical methods and procedures of literary research and interpretation and the techniques of effective critical writing. It also familiarizes them with several significant theoretical and pedagogical approaches to literary and cultural studies and demonstrates how these critical approaches can be applied in literary interpretation. We will read and discuss a number of literary works from a variety of periods, but there will also be a strong emphasis on writing.

TEXTS: M.H. Abram’s A Glossary of Literary Terms; Stevens and Stewart’s A Guide to Literary Criticism and Research; Shelley’s Frankenstein (Bedford/St. Martin’s); and DiYanni’s Literature: Reading Fiction, Poetry, Drama, and the Essay

ASSESSMENT: short essays and a research paper

This course teaches students advanced critical writing skills, guides them in learning sophisticated concepts of literary and cultural theory, and introduces them to the kinds of interpretative methods and practices they can expect to encounter in advanced 300-level English courses.

TEXTS: Shakespeare, Macbeth; and several selected short stories and essays dealing with such topics as apartheid and South African fiction

ASSESSMENT: a combination of quizzes, short and long papers, and exams
ENG 300 Fiction Writing

Fiction is a limitless form. There is no one style or shape that fiction must take, and the choices the fiction writer faces are myriad. We will study the craft and technique available to writers as they make those choices. We will consider how to match a story’s shape, language, and perspective to its ambition. We will do all this through the semester-long development of a story—from conception to revision. The goal is not to produce a great work, but to better understand how to produce any kind of work, to illuminate the pitfalls and opportunities that await the fiction writer, and to discover which questions the tools of fiction can best answer.

TEXT: assorted stories and essays, TBD

ASSESSMENT:
(1) Weekly writing assignments.
(2) Semester-long development of a short story over multiple drafts.
(3) Students will provide periodic updates to the class on their progress and process.
(4) Students will workshop each other’s stories, providing written and oral feedback.
(5) Class participation.

Prerequisite: ENG 201
Fulfills Writing Requirement
Fulfills the General Education Creative Expression Requirement

Visit usm.maine.edu/careerhub to see how the Career and Employment Hub can help you in finding employment.
FMI…contact Norrie Crocker at ncrocker@maine.edu.
ENG 301 Poetry Writing

This course will acquaint students with the basic elements of poetry writing. Class is structured around poetry writing, reading, discussion, and workshop. Students will submit poems to the class as a whole for comment and critique. Emphasis will be on the study and imitation of contemporary writers, exercises that stress the elements of poetry, and the development of personal approaches.

TEXTS: We will study poems by modern and contemporary poets, texts on style, craft, technique and form, as well as various articles on poetics.

ASSESSMENT: discussion and the workshopping of poems; the completion of writing exercises and response-reflections; feedback on peers’ poems; a brief poetry presentation; and the quality and effort put into the final portfolio

Prerequisite: ENG 201
Fulfills Writing Requirement
Fulfills the General Education Creative Expression Requirement

ENG 302 Fiction Workshop

This is an intensive writing workshop class for motivated students. Students will be responsible for writing and revising two short stories. Individual conferences with the instructor are mandatory. In the course of the semester, students should expect to write from twenty-five to forty pages of new fiction.

TEXT: handouts provided by the instructor

ASSESSMENT: class attendance, participation, peer critiques, writing assignments and subsequent revisions

Prerequisite: ENG 300 or instructor’s permission
Fulfills Writing Requirement
Fulfills the General Education Creative Expression Requirement
ENG 303 Poetry Workshop

Poetry Workshop is for students who have engaged in the practice of poetry and who want to continue developing the skills and style they've already established, while at the same time challenging that style and exploring new possibilities. The writing of poetry begins with reading, so we will proceed largely by reading 20th- and 21st-century poems, writing new poems of our own, and giving each other feedback on drafts. Exercises and/or close reading of poems will happen every week. Students will produce a portfolio of revised poems.

TEXTS: The Ecco Anthology of International Poetry, edited by Ilya Kaminsky and Susan Harris; The Poem is You, edited by Stephanie Burt; Rocket Fantastic by Gabrielle Calvocoressi; Post-Colonial Love Poem by Natalie Diaz; Catalog of Unabashed Gratitude by Ross Gay; The Carrying by Ada Limón; and other poems as needed.

ASSESSMENT: weekly exercises (25%); attendance and participation (10%); recitation (10%); book discussion leader (15%); final portfolio (40%)

Prerequisite: ENG 301 or instructor’s permission
Fulfills Writing Requirement
Fulfills the General Education Creative Expression Requirement

ENG 305 Rhetoric, Syntax, and Style

Writing, like playing the piano, is a skill achieved through practice, but also, like music, writing requires knowledge of fundamental units. Just as one cannot play the piano without understanding scales, chords, and phrasing, one cannot write without knowledge of words, phrases, clauses, and patterns of sentences. While it is possible to play or write by ear, most musicians and writers need to learn basics first. And in both cases, teaching the skill requires theoretical understanding of those basics. Writing is thus both a content and a practice. This course aims to conceptualize writing as form, skill, and convention as well as process, and to develop a theoretical grasp of rhetoric, syntax, and style as a basis for editing and revision as well as enhanced clarity and grace.

TEXTS: Purchase through ecampus: Virginia Tufte, Artful Sentences: Syntax as Style (Graphics Press); Aristotle, The Rhetoric and Poetics of Aristotle (Modern Library); Plato, Gorgias (Oxford World’s Classics); Hacker, Diana, A Writer’s Reference (any edition)

Additional readings/background material are available in Brightspace, either as links, pdfs, or videos.

ASSESSMENT: short assignments, class participation, three essays, and an exam

Fulfills Writing Requirement (Requirement Term Summer 2021 or earlier)
Fulfills NEW ENG 305 Requirement (Requirement Term Fall 2021 or later)
ENG 319 Studies in Genre and Form: Ghost Stories

We will examine the different ways in which post-apocalyptic fictional worlds, both as they appear in prose fiction and in film, are constructed from preeminently ideological ideas of “human nature” and ideas of what society and human history are, and what they can or should become. What counts as an acceptable society when all social bonds must be re-built from nothing? What is “human nature” and what does it appear to be when people live in demolished worlds, either struggling to survive or to rebuild?

TEXTS include representative works by Jack London, Philip K. Dick, Arthur C. Clarke, Ursula LeGuin, Margaret Atwood, Cormac McCarthy, and others. We will also view some representative films.

ASSESSMENT: a combination of in-class writing, quizzes, short and long papers, and exams

Fulfills Elective Requirement

ENG 341 Contemporary Critical Theories

This course is an introduction to major schools of literary criticism developed in the 20th century. Emphasis is placed on identifying points of agreement and divergence between various theories and methods for interpreting literature. Specific theoretical perspectives to be studied may include (but are not limited to) structuralist and poststructuralist thought, psychoanalytic theory (Freud and Lacan), deconstruction, Marxist and feminist perspectives, and cultural and gender theories.

TEXT: Julie Rivkin and Michael Ryan, *Literary Theory: Anthology*

ASSESSMENT: four papers and an examination

Fulfills Criticism and Theory Requirement
ENG 348 Topics in Interdisciplinary Studies: Shakespeare and Film

In this class, students will learn how to analyze films even as they work carefully with the language of Shakespeare’s plays. We will cover the basics of film studies—editing, cinematography, mise-en-scène, sound, narrative, history, genre, and theory—and place particular emphasis on the cultural politics of Shakespearean films in the 20th and 21st centuries. Although we will focus on canonical films (the “classics”), we will also look at films, videos, and television shows that remain marginal or lack critical acclaim.

TEXTS: William Shakespeare’s Richard III, Romeo and Juliet, Hamlet, Macbeth (all Arden editions); Ed Sikov, Film Studies: An Introduction

We will view, discuss, and write about films directed by Joel Coen, Roman Polanski, Orson Welles, Kenneth Branagh, Akira Kurosawa, Richard Loncraine, Al Pacino, Sir Lawrence Olivier, Baz Luhrmann, Franco Zeffirelli, and Dominic Cooke.

ASSESSMENT: essays, take-home final exam, and class participation

Fulfills English Major Requirement – Elective (Requirement Term Summer 2021 or earlier)
Fulfills NEW English Major Requirement - Interdisciplinary and Cultural Studies Requirement (Requirement Term Fall 2021 or later)

Need a specific course for an English major requirement? See pages 23 and 24 for a complete list.
This course investigates the emergence of new forms of self-determinative writing in the 18th century—autobiography, the travel journal, and the Bildungsroman (novel of self-development). Many of these discourses of self-determination were used by people who also influenced the social history of the period—Jean-Jacques Rousseau, Mary Wollstonecraft, Johann Wolfgang von Goethe, and Thomas Jefferson. Their self-expressions will be read in conjunction with important social discourses of self-determination these writers produced: Rousseau’s “Social Contract,” Mary Wollstonecraft’s “Vindication of the Rights of Woman,” and Thomas Jefferson’s “Declaration of Independence.” We will also explore how early narratives of self-determination like The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African open up the possibility for later emancipatory writing reflected in autobiographies like that of Frederick Douglass and Malcolm X. Ultimately, the course will explore how discourses of self-determination draw on one another and pave the way not only for the possibility of the democratic individualism we value but also the evolution toward what our constitutional founders called a “more perfect union” in American socio/political life.

TEXTS: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself, ed. Werner Sollors, Norton Critical Edition, 2001; Goethe, Johann Wolfgang von, Wilhelm Meister’s Apprenticeship, Princeton U.P. Wilhelm Meister’s Years of Travel, Book 1, Chapt. 1-5; Wollstonecraft, Mary, Letters on Sweden, Denmark and Norway; A Vindication of the Rights of Woman, (excerpts); “Review of The Interesting Narrative of the Life of Olaudah Equiano” (in Norton Critical Edition); “Letters to Gilbert Imlay” (selections); Wordsworth, William, The Prelude; or, Growth of a Poet’s Mind; Short texts and excerpts available online or on Brightspace.

ASSESSMENT: four five-page essays

Fulfills Historical Period Courses Before 1800
ENG 394 Studies in American Literature and Culture:
American Modernism

This course will examine the literature and literary and cultural politics of American modernism from the 1910s into the 1930s. Building on background readings in psychology, anthropology, and cultural criticism, we will look at the diverse articulations of American modernism in the United States as disparate responses to the historical, technological, intellectual, and political conditions of modernity in the United States, including U.S. imperialism, immigration, the Great Migration, World War I, the New Negro Movement, the Great Depression:

- the development of new modes of perception and aesthetic representation;
- the attack on and eventual rejection of the professional literary establishment;
- the appearance of intellectual and scientific developments, such as the theory of relativity and the popularization of Freudian psychoanalysis;
- the rise of mass production in commerce and the media and the consequent effects of a culture of consumption on identity and desire;
- primitivism, the anthropological concept of culture, and a growing awareness of the diversity within the country; and
- the simultaneous appearance of competing and contradictory discourses about American national identity.

TEXTS: Fiction selected from Willa Cather, The Professor's House; F. Scott Fitzgerald, The Great Gatsby; Ernest Hemingway, The Sun Also Rises; William Faulkner, The Sound and the Fury; Nathanel West, The Day of the Locust; Anita Loos, Gentlemen Prefer Blondes; Nella Larsen, Quicksand; Djuna Barnes, Nightwood.

Selections from Sinclair Lewis, Babbitt; Sherwood Anderson, Winesburg, Ohio; Zora Neale Hurston, Jean Toomer, John Dos Passos, Gertrude Stein; poetry by Frost, Pound, Williams, Eliot, H.D., Stevens, McKay, Cullen, Hughes, Moore, Parker, Millay

ASSESSMENT: a combination of papers and exams

Fulfills Historical Period Courses After 1800
ENG 401 Creative Writing Minor Thesis
(1 CREDIT)

J. TUSSING, S. WALDREP

PERMISSION REQUIRED

Students work one-on-one with an advisor to complete a thesis comparable to an M.F.A. application portfolio. Typically, students revise 10 to 15 poems or 25 to 40 pages of fiction. May be completed concurrently with second workshop course.

**Must be completed for student to receive Creative Writing Minor.**

Prerequisite: ENG 302, 303, 304, or 306
Requires: Permission of Advisor

---

ENG 409 Internship in Professional Writing
(1 - 6 CREDITS)

COORDINATOR S. WALDREP

PERMISSION REQUIRED

This internship is an opportunity for qualified English majors to gain experience in professional writing outside the classroom. Duties may include researching, drafting, and editing articles or press releases while learning other technical aspects of professional writing. Students have held internships with businesses, non-profits, and a wide variety of publishers, including Alice James Books, *The Bangor Daily News*, *The Gorham Times*, and many others.

**PREREQUISITES:** Serious interest in professional writing and an application filed with the Coordinator of Internships are required. Guidelines for the application are on the Department’s website or in hard copy in the English department office. The application should be submitted to the Coordinator during pre-registration, or, at the latest, before the end of the current semester.

**ASSESSMENT:** Completion of the semester’s work at internship site. An internship report supported by published work of the semester is required for a Pass/Fail grade. Guidelines for the final report are available from the Coordinator.

Fulfills Elective Requirement
Fulfills the General Education Engaged Learning Requirement
Fulfills Public and Professional Writing Minor Elective
ENGLISH CAPSTONE SEMINARS

A seminar is a small class (limit of 15 students) designed to encourage independent thinking, intensive student participation, and in-depth research on topics of the student’s choice related to the seminar topic. Typically, seminars allow a professor to teach a focused subject of special interest, one on which the professor has done recent research and/or scholarly writing.

ENG 491 Seminar in Literature Since 1900: George Orwell

This seminar focuses on the early writing of George Orwell—essays, non-fiction, and novels that precede the wildly successful Animal Farm and 1984. We will examine Orwell’s thematic preoccupations with poverty in the European metropolis, British imperialism, spinster anxiety, capitalism, totalitarianism and democratic socialism, and aging. We will closely investigate how the last of these preoccupations, aging, permeates Orwell’s less studied work, particularly with respect to middle age. Unlike some of his contemporaries, Orwell provides narratives that frame a lifespan as a linear progression with fixed points of age-related value. Students will read Orwell’s entire interwar canon, including Down and Out in Paris and London, A Clergyman’s Daughter, Keep the Aspidistra Flying, Homage to Catalonia, and Coming Up for Air.

TEXTS: Down and Out in Paris and London, Burmese Days, A Clergyman's Daughter, Keep the Aspidistra Flying, Homage to Catalonia, and Coming Up for Air. Selected essays to be uploaded to Brightspace and/or accessible at www.orwellfoundation.com

ASSESSMENT: two paper topic proposals, two papers, two discussion leads, and one presentation of final paper and research

Fulfills Capstone Seminar or Historical Period Courses After 1800 Requirement
## COURSE DISTRIBUTION BY LEVEL & CATEGORY

(Requirement Term Fall 2021 or later)
AKA “The New Major”

### Spring 2023

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Level</th>
<th>Category</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 220</td>
<td>World Masterpieces I</td>
<td>Interdisciplinary and Cultural Studies</td>
<td>Bertram 348</td>
<td>Shakespeare and Film Bertram 348</td>
</tr>
<tr>
<td></td>
<td>World Masterpieces I</td>
<td></td>
<td></td>
<td>Wright</td>
</tr>
<tr>
<td>ENG 245</td>
<td>Intro to Literary Studies</td>
<td>Historical Period Courses Before 1800</td>
<td>Peters 366</td>
<td>Discourses of Self-Determination Peters 366</td>
</tr>
<tr>
<td></td>
<td>Intro to Literary Studies</td>
<td></td>
<td></td>
<td>Swartz</td>
</tr>
<tr>
<td>Criticism and Theory</td>
<td></td>
<td>Historical Period Courses After 1800</td>
<td>Kuenz 394</td>
<td>American Modernism Kuenz 394</td>
</tr>
<tr>
<td></td>
<td>Contemporary Critical Theories</td>
<td></td>
<td></td>
<td>Peters</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fiction Writing</td>
<td></td>
<td></td>
<td>Merrill 201</td>
</tr>
<tr>
<td></td>
<td>Poetry Writing</td>
<td></td>
<td></td>
<td>Menting 205</td>
</tr>
<tr>
<td></td>
<td>Fiction Workshop</td>
<td></td>
<td></td>
<td>Tussing 205</td>
</tr>
<tr>
<td></td>
<td>Poetry Workshop</td>
<td></td>
<td></td>
<td>Fay-LeBlanc 319</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Seminars</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENG 305</td>
<td>Rhetoric, Syntax, and Style</td>
<td></td>
<td></td>
<td>Bertram</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# COURSE DISTRIBUTION BY LEVEL & CATEGORY

(Requirement Term Summer 2021 or prior)

AKA “The Old Major”

### Spring 2023

<table>
<thead>
<tr>
<th>ENG 220</th>
<th>Historical Period Courses Before 1800</th>
</tr>
</thead>
<tbody>
<tr>
<td>220  World Masterpieces I</td>
<td>Bertram</td>
</tr>
<tr>
<td>220  World Masterpieces I</td>
<td>Wright</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 245</th>
<th>Historical Period Courses After 1800</th>
</tr>
</thead>
<tbody>
<tr>
<td>245  Intro to Literary Studies</td>
<td>Peters</td>
</tr>
<tr>
<td>245  Intro to Literary Studies</td>
<td>Swartz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ENG 245</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>245  Intro to Literary Studies</td>
<td>Peters</td>
</tr>
<tr>
<td>491  George Orwell</td>
<td>Kancilia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criticism and Theory</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>341  Contemporary Critical Theories</td>
<td>Peters</td>
</tr>
<tr>
<td>201  Creative Writing</td>
<td>Kancilia</td>
</tr>
<tr>
<td>204  Professional Writing</td>
<td>Kancilia</td>
</tr>
<tr>
<td>205  Sentence Style</td>
<td>Kancilia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>300  Fiction Writing</td>
<td>Merrill</td>
</tr>
<tr>
<td>301  Poetry Writing</td>
<td>Menting</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Capstone Seminars</th>
</tr>
</thead>
<tbody>
<tr>
<td>302  Fiction Workshop</td>
<td>Tussing</td>
</tr>
<tr>
<td>491  George Orwell</td>
<td>Kancilia</td>
</tr>
<tr>
<td>303  Poetry Workshop</td>
<td>Fay-LeBlanc</td>
</tr>
<tr>
<td>305  Rhetoric, Syntax, and Style</td>
<td>Bertram</td>
</tr>
</tbody>
</table>
English Courses in the Core
Spring 2023

College Writing
ENG 100 College Writing
ENG 102 Academic Writing
See MaineStreet for day/times

Cultural Interpretation
ENG 140 Reading Literature
Gorham MW 11:00-12:15
ENG 140 Reading Literature
Portland MW 9:30-10:45
ENG 140 Reading Literature
Portland TR 12:30-1:45

Creative Expression
ENG 201 Creative Writing
See MaineStreet for day/times
ENG 300 Fiction Writing
Portland MW 2:00-3:15
ENG 301 Poetry Writing
Portland R 5:00-7:30
ENG 302 Fiction Workshop
Portland MW 12:30-1:45
ENG 303 Poetry Workshop
Portland M 5:00-7:30

WRI 3
ENG 205 Sentence Style
Portland TR 3:30-4:45
ENG 305 Rhetoric, Syntax, and Style
Portland MW 9:30-10:45

Engaged Learning
ENG 409 Internship in Professional Writing

GDS 100 Game Design I
Portland TR 11:00-12:15
GDS 300 Game Design III
Portland M 5:30-8:00
Teacher Education 7-12 Pathways for English Majors
Spring 2023

In partnership with the School of Education and Human Development, there are two pathways to receive teacher certification for grades 7-12. One is the Secondary Teacher Education undergraduate degree in which you combine an Education major with an English major to graduate with a BA in English (https://catalog.usm.maine.edu/preview_program.php?catoid=6&poid=1112). The other track is to complete a regular English major and then apply to the Extended Teacher Education Program as a graduate student and complete the requirements for secondary teacher education (https://usm.maine.edu/extended-teacher-education-program-etep/our-program-options).

EDU Courses for Majors Completing 7-12 Pathway Certification

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Location</th>
<th>Day</th>
<th>Start</th>
<th>End</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 100</td>
<td>80132</td>
<td>G</td>
<td>TR</td>
<td>9:30am</td>
<td>10:45am</td>
<td></td>
</tr>
<tr>
<td>EDU 100</td>
<td>80134</td>
<td>P</td>
<td>MW</td>
<td>2:00pm</td>
<td>3:15pm</td>
<td></td>
</tr>
<tr>
<td>EDU 222</td>
<td>81935</td>
<td>P</td>
<td>R</td>
<td>5:00pm</td>
<td>7:30pm</td>
<td>Blended</td>
</tr>
<tr>
<td>EDU 222</td>
<td>81934</td>
<td>Off-campus</td>
<td>F</td>
<td>9:00am</td>
<td>12:30pm</td>
<td>Buxton Center Elementary School</td>
</tr>
<tr>
<td>EDU 225</td>
<td>81934</td>
<td>Online</td>
<td></td>
<td>9:00am</td>
<td>12:30pm</td>
<td>Two sections offered online</td>
</tr>
<tr>
<td>SED 305</td>
<td>81934</td>
<td>G</td>
<td>T</td>
<td>12:30pm</td>
<td>3:00pm</td>
<td>Two blended sections offered</td>
</tr>
<tr>
<td>SED 235</td>
<td>81934</td>
<td>Online</td>
<td></td>
<td>12:30pm</td>
<td>3:00pm</td>
<td>Two sections offered on-line</td>
</tr>
</tbody>
</table>

Internship Year – contact your Professional Advisor: Christen Eaton or Gail Minichiello

It is strongly recommended that students make an advising appointment with an Education Track Advisor, Christen Eaton christen.eaton@maine.edu or Gail Minichiello gail.minichiello@maine.edu, in order to discuss the requirements of the education track.

Effective Fall 2020, students are able to declare an Elementary Education major with a concentration in English https://catalog.usm.maine.edu/preview_program.php?catoid=3&poid=378&returnto=79 or declare a double-major in Elementary Education and English.
Minor in Public and Professional Writing – 15 credits
Certificate in Public and Professional Writing – 9 credits

The Minor in Public and Professional Writing prepares students to become competent and confident writers in a wide range of fields. Foundation courses give students valuable training in grammar, syntax, and style and introduce some of the range of forms and contexts for professional writing while advanced electives offer more specialized training in specific fields.

- English majors may substitute ENG 305 for the ENG 205 foundation requirement.
- No more than 6 credits from the minor or certificate in Public and Professional Writing can be used to fulfill the requirements for the English Major.

https://catalog.usm.maine.edu/preview_program.php?catoid=6&poid=1115&returnto=218
https://catalog.usm.maine.edu/preview_program.php?catoid=6&poid=1116&returnto=218

Required Courses:
ENG 204 Professional Writing *
ENG 205 Sentence Style *

Electives (9 credits – minor, 3 credits - certificate) (some courses may have prerequisites):
ENG 305 Rhetoric, Syntax, and Style *
ENG 307 Topics in Professional Writing
ENG 309 Newswriting
ENG 310 Topics in Journalism
ENG 337 Studies in Rhetoric
ENG 409 Internship in Professional Writing (1 - 6 Credits) *
CMS 201 Introduction to Public Relations
CMS 202 Writing for Popular Print Media
CMS 215 Journalism Reporting and Writing
CMS 242 Communication and Social Media *
CMS 274 Writing for the Media
CMS 302 Writing the Feature Story
CMS 305 Writing Opinion: Editorials and Columns
CMS 315 Broadcast Newswriting
LIN 313 Syntax

(* Course offered in Spring 2023. Check MaineStreet for day/time.)
Minor in Creative Writing – 19 credits

The minor consists of tracks in poetry and fiction leading to a final thesis comparable to an M.F.A. application portfolio. Please note the following:

- Before enrolling in Creative Writing for the Minor Thesis (ENG 401), students must obtain permission from a thesis advisor with whom they wish to work.
- No more than 6 credits from the Creative Writing Minor can be used to fulfill the requirements for the English Major.

https://catalog.usm.maine.edu/preview_program.php?catoid=6&poid=1113&returnto=218

- ENG 201 Creative Writing (3 credits) *
- One of the following: ENG 244, 245 *, 262, 263 or 264 (3 credits)
- One of the following courses (3 credits)
  (Note: These courses are required for admission to writing workshops.)
  o ENG 202 Memoir and Autobiography
  o ENG 300 Fiction Writing *
  o ENG 301 Poetry Writing *
- Workshops (6 credits) (Workshops may be repeated for credit.)
  o ENG 302 Fiction Workshop *
  o ENG 303 Poetry Workshop *
  o ENG 304 Advanced Memoir
  o ENG 306 Writing the Novel
- Elective courses (3 credits) - Selected from 300- or 400-level English Department offerings. *
- Writing Minor Thesis (1 credit) (Required) *
  The minor requires a thesis comparable to an M.F.A. application portfolio. Before enrolling in ENG 401 Writing Minor Thesis, students must get permission from a thesis advisor with whom they wish to work. During the course, students will produce ten to fifteen poems or twenty-five to fifty pages of fiction or nonfiction. The thesis may be completed in the second upper-level workshop.

Another option is the Stonecoast Writers’ Conference offered every summer. By attending this week long conference, students may receive 3-6 credits.
https://usm.maine.edu/stonecoastmfa/summer-stonecoast-writers-conference

(* Course offered in Spring 2023. Check MaineStreet for day/time.)
Minor in English – 18 credits

No more than a total of 6 credit hours can be earned at the 200-level. A grade of C- or better is required.

https://catalog.usm.maine.edu/preview_program.php?catoid=6&poid=1114&returnto=218

Each English minor program must meet the following specific requirements beyond College Writing or waivers:

- ENG 245 Introduction to Literary Studies (3 credits) *
- Three ENG 300-level literature courses (one must focus on a period before 1800 and one on a period after 1800) (9 credits)
- Two additional ENG electives (200-, 300-, or 400-level) to complete the 18 credits required for the minor (6 credits)

(* Course offered in Spring 23. Check MaineStreet for day/time.)

Minor in Game Design Studies – 18 credits

The minor in Game Design Studies offers a core education in game design and development, along with a number of interdisciplinary options for specialized tracks that allow students to further their development in one of the areas crucial to development of a successful game. In game design, the theoretical and practical exist side by side. This program reflects those two sides by challenging students to develop an academic understanding of games while also focusing on the applied skills needed to be part of a game design team. Programmers, writers, artists, designers, and managers all come together in Game Design Studies, building teams and—more importantly—building games.

https://catalog.usm.maine.edu/preview_program.php?catoid=6&poid=1117&returnto=218

Program Requirements The minimum number of credits (exclusive of the University’s Core curriculum) required for the Game Design Studies minor: 18

General Track (9 credits)

- GDS 100 Game Design I: Introduction to Game and Simulation Development *
- GDS 200 Game Design II: Collaborative Concepts, Tools, and Processes
- GDS 300 Game Design III: Practicum in Theory and Application *

GDS 100, 200, and 300 fulfill the General Education Engaged Learning Requirement

GDS 100 Game Design I: Introduction (Portland TR 11:00-12:15 Joe Lasley)

Introduction to the history, concepts, strategies and methodologies of game theory and game, simulation and interactive development. This is a hands-on course where students learn the history and theories of gaming while developing and making board games, role playing card games, and a simple video game using Scratch or other software created to introduce programming and design concepts. No coding experience is required.
GDS 200 Game Design II: Collaborative Concepts, Tools and Processes
Exploration of key concepts, tools and processes for Game, Simulation and Interactive Development. The course covers a deeper understanding of game theory. Students present and work through specific methods of level and environment design, gameplay balance, different demands and features of different gaming genres using creative teamwork and creative team problem solving. Students in this course will work together to develop more advanced games, simulations and/or interactive projects using more sophisticated game development software. Prerequisite: GDS 100 or by instructor permission.

GDS 300 Game Design III: Practicum in Theory and Application (Portland M 5:30-8:00 Hallie Larsson)
The course presents an in-depth exploration of collaborative Game, Simulation and Interaction development. Students in the course learn creative problem stating and solving skills, project management and other relevant proficiencies for game, simulation and interactive development relevant to the continually evolving industries. Students learn how to apply their individual skills sets in development of teams for project research, development and publication of games and simulations. Students work in collaboration to advance development and design skills and observe development processes at local studios.

All students complete the General Track and one other track listed below.

(* Course offered in Spring 23. Check MaineStreet for day/time.)

Programming Track (9 credits)
The three required courses in the General Track plus
COS 160/170 Structured Problem Solving: Java *
COS 199 Intro Game Program Using Unity (Prerequisite COS 160)
COS 299 Unity 201
Other courses which could be added/substituted with advisor approval include
COS 161 Algorithms in Programming *
COS 246 Programming Handheld Devices
COS 285 Data Structures *
COS 430 Software Engineering

Art & Animation Track (9 credits)
The three required courses in the General Track and three of the following:
ART 141 Surface, Space, Time (2D) *
ART 142 Surface, Space, Time (3D) *
ART 222 Digital Art and Design *
ART 252 Drawing the Figure
ITT 181 Computer Applications and Concepts Computing Technologies *
ITT 231 Technical Visualization *
ITT 282 Computer-Aided Design
ITT 344 Digital Video and Media Streaming Technologies

Sound Design Track (9 credits)
The three required courses in the General Track plus
CMS 222 Digital Radio and Audio Production
MUS 271 Principles of Digital Audio and Music Production
MUS 371 Advanced Principles of Digital Audio Music Production
Writing and Narrative Design Track (9 credits)
The three required courses in the General Track plus
- CMS 225 Screenwriting
- ENG 300 Fiction Writing *
- ENG 399 Visual and Interactive Storytelling

Business and Production Track (9 credits)
The three required courses in the General Track and three of the following:
- BUS 341 New Product Development
- BUS 356 Digital Marketing *
- BUS 385 Entrepreneurship and Venture Creation
- BUS 386 Creative Strategies for Entrepreneurs *
- BUS 389 Self-Directed Innovation Project
- BUS 485 Managing the Growing Entrepreneurial Venture *
- CMS 220 Topics in Media Production I
- CMS 360 Ethical Dilemmas in the Digital Age *
- ITP 210 Technical Writing *
- ITP 230 Project Management *

Accelerated Graduate Pathway – English/Law

For undergraduate students looking ahead to graduate school, USM offers several Accelerated Graduate Pathways that allow you to begin graduate study while completing your bachelor's degree—saving you time and money.

How an Accelerated Graduate Pathway Works

Our Accelerated Graduate Pathways link undergraduate and graduate programs that are within complementary areas of study. To satisfy credit requirements for both your undergraduate degree program and your future graduate degree program, you'll be required to earn a high grade in specific courses.

You'll receive an outstanding education, guided by expert faculty, while earning two degrees.

Our Accelerated Graduate Pathway to the University of Maine School of Law allows you to complete both a Bachelor's and a JD degree in as few as six years, rather than the usual seven. During your final year of undergraduate study, if you meet progress requirements and Law School admissions standards, you can begin taking graduate-level Law courses. These courses will satisfy credit requirements for your undergraduate program as well as the first year of the Law program. You'll save up to 30 credits worth of undergraduate fees, tuition, and expenses.

For more information, visit https://usm.maine.edu/accelerated-graduate-pathways
The English Department encourages majors to consider study abroad for a semester or an academic year. Information about several locations are available from the English department in 311 Luther Bonney Hall and from the International Programs Office in 101 Payson Smith Hall.

The Department of English has a special exchange relationship with Radboud University in The Netherlands. For more information on our exchange with Radboud Universiteit Nijmegen, please visit the following link: http://www.ru.nl/english

The University of Southern Maine has several active reciprocal exchange programs with schools and universities abroad. Students who participate in reciprocal exchanges will pay USM in-state tuition and fees directly to USM, even if you are an out-of-state student. Room and board will be paid locally to the school abroad. These exchange opportunities are quite affordable for students who have a limited budget and we have long standing relationships so we feel certain that they are a good fit for USM students. https://usm.maine.edu/international/usm-exchange-programs

Reciprocal Exchanges:

Canada:
Quebec New England Exchange https://usm.maine.edu/international/quebec-new-england

England:
Keele University https://usm.maine.edu/international/keele-university
University of Leicester https://usm.maine.edu/international/leicester-university
University of Winchester https://usm.maine.edu/international/university-winchester

Iceland:
Reykjavik University https://usm.maine.edu/international/reykjavik-university

Japan:
Kanda Gaigo University https://usm.maine.edu/international/kanda-gaigo-university

The Netherlands:
Radboud University https://usm.maine.edu/international/radboud-university
Hanze University https://usm.maine.edu/international/hanze-university

Scotland:
University of Aberdeen https://usm.maine.edu/international/university-aberdeen

South Korea:
Sogang University https://usm.maine.edu/international/sogang-university
The dream of travel is one held by many—young and old—but as we age, I believe our motivations behind our need to explore evolve into something deeper than the basic desire to see interesting things. The first time I traveled was during my senior year of high school. Inspired by my love of British television and accents, I decided to explore London and the English countryside, before concluding my trip in the beautiful city of Edinburgh, Scotland.

Despite positive travel experiences during my first trip abroad, it was surprisingly difficult for me to go abroad a second time. As a USM Honors Freshman, I was given the opportunity to apply for a class that involved an Icelandic excursion in June 2017. The course focused on the fishing industry, both in Maine and in Iceland. The focus on this industry was used to compare these very different—but also vastly similar—places, through the study of their natural environments and their tourist industries. The thought of studying abroad again was alluring, but it was my hesitation over the course material that almost caused me to miss out on one of my greatest college experiences. Now, in fall 2018, I am studying at the University of Aberdeen. I am abroad once again!

As an English major who is passionate about reading, writing, and the study of literature, I sometimes find myself neglecting opportunities to study in different areas, while opting to continue down a narrow educational pathway. While all students should focus on certain fields of study, college is a place to branch out and expand the reaches of our knowledge. Study abroad experiences are an important part of breaking out of our comfort zone. Had I not taken the chance, I would not have been able to discover more about the world around me and more about myself. It doesn’t matter if the subject matter directly relates to your major so long as there is something about the experience that relates to you. Going abroad and studying abroad changed me: my subject knowledge has broadened, I am more in tune with my natural and economic environments, and I made friends. I realize there is more to my experience than just accents and tourist-traps, lava-laden landscapes and geysers. I am discovering parts of myself that I had never before known existed, and that I had never before needed.

Understanding the world around us—such as different cultures, beliefs, and viewpoints—requires understanding the people around us. Understanding social and cultural differences is not only important in my personal life, but also in my studies. I believe taking the chance to learn more about the world through the eyes of others is helpful in any major or career.
If you are thinking of studying abroad, do it; if you have never thought of it, I’d urge you to explore, take risks, and expand your knowledge base. It is important to remember that no one is going to have the exact same study abroad experience as someone else. My personal connection with Scotland and the University of Aberdeen is directly affected by my personal experiences and my educational pathway as an English major. What I take away from this trip will most likely be vastly different from what my friends take away, who study Psychology and Chemical Engineering. Despite our differences, though, we have one thing in common—we all decided to change our lives through the experience of going abroad.

Radboud University
Nijmegen, The Netherlands
Victoria Simoneau
Fall 2017

When I departed for the Schipol Airport in Amsterdam during the winter of 2017, I was aware that my final destination, Nijmegen, was the oldest city in the Netherlands. After spending roughly six months in this foreign location, however, I came to see Nijmegen as not only the most historic city in the Netherlands, but also the most beautiful. When one climbs to the top floor of Radboud University’s Erasmus building, it is possible to catch a glimpse of Nijmegen in all its glory; from the botanical garden that lies a short distance from Radboud University to the Waal River which divides the city into two distinct sections, Nijmegen is rife with lush landscapes and sublime scenery that are certain to encourage curious and adventurous students to explore every inch of the city during their stay abroad.

In addition to the abundance of wildlife and unique architecture that make this city an exceptional place to live, Nijmegen is also home to its own museum, a recreational park, a music hall, a large shopping center, and a plethora of other attractions. Perhaps one of the most important destinations in Nijmegen, however, is the city’s train station, which allows the city’s residents to travel from Nijmegen to nearly every other city in the Netherlands, from the southern city of Maastricht to the northern city of Groningen. From Nijmegen’s rail station, it is also possible to visit nearby countries, such as Belgium and Germany, with ease, which opens up an even greater realm of possibilities for exploration and adventure.

Although much of my time abroad was spent visiting museums, natural parks, beaches, and other attractions, I also found great pleasure in the courses that were offered at Radboud University. As a student who has always had a passion for reading and writing, I was quick to enroll in Radboud’s courses on Canadian literature, British literature, and American literature, which beckoned me to both engage with literature from foreign countries and approach American literature from a new angle. Overall, the semester I spent in the historic and breathtaking city of Nijmegen was a memorable and remarkable experience that has shaped who I am as both a student and an individual, and as I work tirelessly to complete my final semester at USM, I recall the six months I spent abroad with great fondness and yearn to walk—or perhaps bike—the streets of Nijmegen once more.
Student membership in Sigma Tau Delta is by invitation only to undergraduate and graduate students currently enrolled at USM. It is an outward recognition of personal accomplishment and signifies that those invited to join Sigma Tau Delta have achieved the Society’s high standards of academic excellence.

Benefits of membership include:

- Academic Recognition
- Scholarships
- Writing Awards and Opportunities
- Internships
- Annual Convention
- Student Leadership and Community Service
- Career Advancement
- Lifetime Affiliation and Fellowship

For more information, please contact our chapter head, Dr. Shelton Waldrep, waldrep@maine.edu, or visit www.english.org.

Fulbright and other Awards

USM has an active Fulbright Faculty Committee that helps students apply for this award and numerous other international awards for study or work abroad. For more information, please see https://usm.maine.edu/international/international-fellowships or contact Kaoru Phillips at International Programs, 101 Payson Smith Hall, USM Portland Campus. kphill50@maine.edu
There are many scholarships available for USM students. For more information, visit https://usm.maine.edu/scholarships.

I. USM Scholarships
These are open to all USM students who fulfill the individual award criteria.

II. College of Arts, Humanities, and Social Sciences (CAHS) Scholarships
These are open to all CAHS students who fulfill individual award criteria. There are two CAHS awards that English majors may be especially successful in pursuing:

A. Treworgy Scholarship – Open to any major entering Junior or Senior Year, with a minimum GPA of 3.00, who has demonstrated a commitment to their degree and demonstrates financial need.
B. USM Classics Scholarship – Open to full time undergraduates in History, English, Philosophy, Liberal Studies, and Art History.

III. Department of English Scholarships
The Department of English administers three scholarships that are only available to English majors:

A. C. Elizabeth Sawyer Scholarship – This scholarship is awarded to an active English major who holds senior status. The student must demonstrate outstanding academic achievement, minimum GPA of 3.5, and intend to enter the teaching profession by pursuing graduate study in English.
B. The Christopher Gelineau ’04 and Lavinia Gelineau ’04 Scholarship – This scholarship is awarded to an active English major who has a solid academic achievement overall, shows an exemplary high quality of performance in the subject area of their major academic field, recommendation of at least one faculty member who has direct classroom experience and knowledge of the student’s quality of work in their primary academic major, and a conscientious student who demonstrates a strong motivation to succeed in their field of interest.
C. Rick Carbonneau Scholarship – This award is a partial tuition scholarship to attend the annual Stonecoast Writers’ Conference https://usm.maine.edu/stonecoastmfa/summer-stonecoast-writers-conference and is awarded to an English major who is a non-traditional (adult) student with outstanding writing ability. The application deadline is in mid-March.

Of these, only the Carbonneau Scholarship for the Stonecoast Writers’ Conference requires an application. The Sawyer Scholarship is awarded through a process of faculty review. Majors are notified by the Department if they are eligible, and these students may be asked to submit further application materials.

Please also see a list of international scholarships on page 35.

2022 Scholarship Winners
Molly Burne – English Department Scholarship ($500)
Josie Libby – C. Elizabeth Sawyer Scholarship ($500)
Ashley Lord – The Christopher Gelineau ’04 and Lavinia Gelineau ’04 Scholarship ($1000)
Anna Parker – USM Classics Scholarship ($1000)
Lea Smith – Rick Carbonneau Scholarship ($500)
Benjamin Bertram, Ph.D., University of California, San Diego
*Interests:* Early Modern studies, Shakespeare, 16th and 17th century English literature, critical theory, cultural studies

Carrie Kancilia, Ph.D., Purdue University
*Interests:* Modernism, gerontology, film studies, writing centers, professional and technical writing

Jane Kuenz, Ph.D., Duke University
*Interests:* American literature, African-American literature, cultural studies

John Muthyala, Ph.D., Loyola University, Chicago
*Interests:* Literatures of the Americas, postcolonial studies, ethnic literatures of the United States

Jessica Ouellette, Ph.D., University of Massachusetts, Amherst
*Interests:* Feminist rhetorics, digital rhetorics, transnational studies, women and gender studies

Gerald Peters, Ph.D., University of Illinois, Urbana
*Interests:* Continental and comparative literature, psychoanalytic theory, autobiography

Richard Swartz, Ph.D., University of California, San Diego
*Interests:* Romantic literature and culture, critical theory, cultural studies

Justin Tussing, M.F.A., University of Iowa Writers’ Workshop
*Interests:* Fiction writing, contemporary fiction

Shelton Waldrep, Ph.D., Duke University
*Interests:* 19th century British literature and culture, critical theory, aesthetics, cultural studies

Lisa Walker, Ph.D., Louisiana State University
*Interests:* Modern American literature, gay/lesbian studies, women and gender studies
The University of Southern Maine is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran’s status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

Information in this course guide is subject to change. Please consult MaineStreet for the latest availability of classes.

For more information regarding this course guide, please contact:

Pam LaRiviere
Administrative Specialist
Department of English
311A Luther Bonney Hall
85 Bedford Street
Portland
207-780-4117
harjula@maine.edu
usm.maine.edu/eng