

ENGLISH MAJOR'S HANDBOOK 2018

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DEPARTMENT OF ENGLISH
College of Liberal Arts
& Social Sciences

The University of North Texas
Department of English

English Major's Handbook
2018

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Welcome from the Chair

Welcome to the English Department. There are probably as many reasons to become an English major as there are majors. And yet, English students and professors are also brought together by shared beliefs and values. We would not be devoting significant portions of our life to reading and writing books or poems, if we did not believe in the transformational powers of language, for example. Not all of the words you will encounter as an English major will upset, seduce, entertain, persuade, or transport you (to list some things words can do). But because there's no way of knowing ahead of time which words will move you, your best bet as a student is to read as broadly as you can, in as many different genres, periods, and traditions as possible.

If what brought you to the major is a love of medieval poetry, try a class in the post-colonial novel or in modern drama. You might discover a new passion. If you think you want to be a fiction writer, take classes in poetry or rhetoric, and expand your sense of what you can do with words. When you open yourself to a new approach, a new genre or a new book it will in turn open new worlds to you. Ours is a diverse curriculum designed to encourage you to explore these new worlds. Without ever leaving the department, you can travel to Ancient Greece, visit Renaissance England, or experience the domestic diversity of 21st century America. The teachers in this department will serve as your mentors and guides, helping you to encounter unfamiliar cultures, expose yourself to new perspectives, and live vicariously through literary characters. These experiences will make you a better thinkers and more compassionate people (for the beneficial effect of reading imaginative literature on the brain, see <http://science.sciencemag.org/content/342/6156/377>).

More pragmatically, the English major also prepares you for a wide range of careers. Some of our majors go on to be educators, writers, researchers,

scholars, administrators, and editors. Others go into advertising, business, politics, journalism, or law. In today's global marketplace, all employers value the abilities to communicate effectively, to argue persuasively, and to work out imaginative solutions to problems. You can acquire these skills in your time with us. Whether you will depends in part on you, of course—on your investment of time, energy, and “imaginary puissance” in your education. In “How to Get the Most Out of College,” New York Times columnist Frank Bruni writes that

perhaps the most important relationships to invest in are those with members of the school's faculty. Most students don't fully get that. They're not very good at identifying the professors worth knowing — the ones who aren't such academic rock stars that they're inaccessible, the ones with a track record of serious mentoring — and then getting to know them well.

No matter what you go to do with your major, you will need mentoring—and letters of recommendation. It is never too early to identify the faculty members that might help you achieve your goals and begin cultivating good relationships with them. Take several classes with professors you like or find interesting, so they get to know you and your work. Find out more about their research, so you can talk about it with them. Start papers early and ask for advice on how to revise them (then be sure to implement that advice). Attend office hours. It is of course possible to take such behavior too far; as Bruni notes,

The correct calibration is everything. And it's worth acing, because a professor or administrator who takes a genuine interest in you can be a bridge to other influential people inside and outside the school, to limited-space seminars, to special collaborations, to exclusive summer programs, to competitive internships, to graduate work and more.

So don't be shy—knock on our doors, sit in our chairs, join our conversations.

Dr. Jacqueline Vanhoutte
Professor and Interim Chair
Distinguished Teaching Professor

Three Short Arguments for Majoring in English

1. **Long-term Economics.** Students who want to major in humanities are often discouraged from doing so by the perception that their degree will not lead to economically rewarding careers. According to a 2018 study by the American Academy of Arts and Sciences, humanities majors on average earn less per year (\$52k) than students who major in the most profitable field, engineering (\$82k).¹ And it takes longer to find positions they want to stay in than those majoring in fields such as health sciences, business, and social sciences. However, the research shows that the earnings of humanities majors eventually catch up to their non-engineering counterparts, and they tend to report slightly higher job satisfaction. As William D. Adams puts:

not everyone wants to be or can be an engineer, of course, and money means very different things to different people. Data provided on measures of financial satisfaction suggest that humanities graduates are not any more or less likely to worry about money than business or STEM majors, and only modestly

¹ American Academy of Arts and Sciences, “The State of the Humanities 2018: Graduates in the Workforce & Beyond,” AMACAD.org.
https://www.amacad.org/multimedia/pdfs/publications/researchpapersmonographs/HI_Workforce-2018.pdf (accessed July 25, 2018).

more worried (or less satisfied) than engineers. And across all the elements of compensation—salary, benefits, job security, opportunities for advancement—levels of satisfaction among college graduates from all academic fields are remarkably similar.²

Data collected on surveys reveal that English majors settle into remunerative employment in a wide range of fields.

2. **Skills.** In your English classes, you will learn to interpret complex writing by considering the historical and social contexts in which humans live, interact, and make art. You will sharpen your ability to make convincing arguments. Pressing questions of ethics and justice will drive class discussions. You will be encouraged to see things from different perspectives. You will sometimes produce work in small groups or, in creative workshops, open yourself to constructive critique from your classmates. You will learn to think not in rote fashion but creatively. And you will write *a lot*. These are not idle skills: they are the makings of problem-solvers attentive to context, language, and the needs of different audiences. These are the same skills, according to a recent study, employers want:

The learning outcomes [employers] rate as most important include written and oral communication skills, teamwork skills, ethical decision-making, critical thinking, and the ability to apply knowledge in real-world settings.³

² William D. Adams, “Not by Earnings Alone: A New Report on Humanities Graduates in the Workforce and Beyond,” AMACAD.org. <https://www.amacad.org/content/research/dataForumEssay.aspx?i=43024> (accessed July 25, 2018)

³ Hart Research Associates, “Falling Short? College Learning and Career Success: Selected Findings from Online Surveys of Employers and College Students on Behalf of the Association of American Colleges & Universities,” AACU.org <https://www.aacu.org/leap/public-opinion-research/2015-survey-results> (accessed Aug. 16, 2018).

Most employers will train you for the tasks required by the position. They are looking for applicants who listen, communicate effectively, work well with others, and think critically and creatively.

3. **It is about *who* you are, not *what* you are.** Be skeptical of the instrumental thinking that says that the only kind of value is economic value. You are a person, not a commodity. Historically, an education in liberal arts – *liberal* means “suitable for a *free* person” – has been thought to be a transformative process of self-discovery. Only very recently has education begun to morph into job training. As our 2019 visiting writer Marilynne Robinson argues:

We have persuaded ourselves that the role of the middle ranks of our population is to be of use to the economy, more precisely to the future economy – of which we know nothing for certain but which we can fairly imagine to be as unlike the present one as *it* is unlike the order that prevailed a few decades ago.

A humanities education, Robinson continues, orients us to “a human community with a history and with a habit of aspiration toward democracy requiring a capacity in its public for meaningful decisions about its life and direction.”⁴ As a student at UNT, you have the privilege to read, write, and think for four years. The Department of English aspires to be a worthy place for you to do that.

⁴ Marilynne Robinson, *What Are We Doing Here?: Essays* (New York: FSG, 2018), 93.

Degree Plans and Advising

Undergraduate Study in English

Students majoring in English must select one of four concentrations:

- Creative Writing
- Writing and Rhetoric
- English Language Arts and Reading Teacher Certification (7th-12th grade)
- Literature (Grad-Track Option also available; see below)

All English major concentrations must satisfy the same five required courses:

- ENGL 1310: College Writing I *or* Honors 1311
- ENGL 1320: College Writing II *or* Honors 1321
- ENGL 2210: Survey of World Lit from Antiquity to 1700 *or* Honors 2211
- ENGL 2220: Survey of World Lit from 1700 to the Present *or* Honors 2221
 - For one of your World Lit credits, it is now also possible to substitute ENGL 2400: Literature, Media and Popular Culture; ENGL 2420: Gender and Sexuality in Literature; and ENG 2440: Banned Books and Literary Scandals.
- ENGL 3000: Intro to Literary Analysis and Interpretation Skills

Then, you should begin taking required courses in your chosen concentration.

We highly recommend that you meet with Dr. Patrice Lyke, the English Undergraduate Advisor, every semester for advising. Her email is Patrice.Lyke@unt.edu

Concentration 1: Creative Writing

Students concentrating in Creative Writing must take 12 hours in poetry, fiction, or nonfiction courses; these can break into 3 *intermediate* (3000-level) courses/1 *advanced* (4000-level) course or 2 intermediate/2 advanced courses. Intermediate creative writing classes must be completed before enrolling in Advanced; Advanced Creative Writing courses require a permission code to register.

In addition to creative writing courses, students must take one of the “early” surveys and one of the “late” surveys –

- ENGL 3430: British Lit to 1780 **or** ENGL 3830: American Lit to 1870
- ENGL 3440: British Anglophone Lit 1780 to present **or** ENGL 3840: American Lit 1870 to present

– as well as two 4000-level literature courses.

Concentration 2: Writing and Rhetoric

Students concentrating in Writing and Rhetoric must take the following courses:

- ENGL 3200: Rhetorical History and Historiography
- ENGL 3210: Studies in Writing
- ENGL 4200: Studies in Modern Rhetoric
- ENGL 4210: Advanced Studies in Writing
- ENGL 4230: Special Topics in Rhetoric and Writing Studies
- 3 hours of any 3000-level literature or creative writing course or ENGL 3110: Academic Writing in the Humanities
- 6 hours of 4000-level literature or creative writing or ENGL 4150: Literary Criticism

Concentration 3: English Language Arts & Reading Teacher Certification

At 60 hours, students concentrating in Language Arts must apply for admission to the College of Education, which requires a minimum GPA of 2.75. Students must take the following courses in English:

- ENGL 3430: British Lit to 1780 **or** ENGL 3830: American Lit to 1870
- ENGL 3440: British Anglophone Lit 1780 to present **or** ENGL 3840: American Lit 1870 to present
- ENGL 3450: Short Story **or** ENGL 3920: Survey of Ethnic Literatures
- ENGL 3110: Academic Writing in the Humanities
- ENGL 4430: Shakespeare
- ENGL 4195: Grammar and Usage for Writers and Editors
- ENGL 4700: Methods of Teaching Language Arts in the Secondary Grades [taken semester before student teaching, in conjunction with EDCI 4840]

The following courses from other departments are also required:

- COMM 1010: Introduction to Communication
- EDRE 4840: Linguistically Diverse Learners
- EDRE 4870: Cross-Curricular (Content Area) Literacy Materials and Resources
- JOUR 1210: Mass Communication and Society
- JOUR 2000: Principles of Advertising and Public Relations
- LING 3060: Principles of Language Study

And students must complete the following courses from the College of Education:

- EDCI 3800: Professional Issues in Teaching [*may be taken before COE admission*]
- EDCI 3830: Teaching/Learning Process and Evaluation
- EDCI 4060: Content Area Reading [*may be taken before COE admission*]
- EDCI 4070: Teaching Diverse Populations
- EDSE 4108: Student Teaching in the Secondary School
- EDSE 4118: Student Teaching in the Secondary School
- EDCI 4840: Instructional Strategies and Classroom Management

Concentration 4: Literature

Students concentrating in Literature must take **one** of the “early” surveys and **one** of the “late” surveys:

- ENGL 3430: British Lit to 1780 **or** ENGL 3830: American Lit to 1870
- ENGL 3440: British Anglophone Lit 1780 to present **or** ENGL 3840: American Lit 1870 to present

And add at least **one** in writing studies, rhetoric, or theory-based course from the following options:

- ENGL 3110: Academic Writing in the Humanities,
- ENGL 3200: Rhetorical History and Historiography
- ENGL 4150: Literary Criticism
- ENGL 4200: Studies in Modern Rhetoric
- ENGL 4185: Advanced Academic Writing

And at least **one** course that focuses on one or two authors:

- ENGL 4410: Chaucer
- ENGL 4430: Shakespeare
- ENGL 4440: Milton
- ENGL 4450: Special Studies in a Single or Dual Author[s]

And **one course each in four of the five** designated historical periods. This can be confusing, so the following chart of periods and courses might be helpful. *We offer many courses every semester that are not listed in this table but will still satisfy historical distribution requirements. For instance, when *ENGL 4260: Studies in Film and Literature* is taught under the title “Shakespeare and Film,” it can satisfy your Renaissance requirement, or when *ENGL 4850: Literature in Context* is taught under the title “Postcolonial Women Writers,” it can satisfy your 20th/21st century requirement. Check the “course guides” we will publish each term before registration for info on which historical period each course satisfies.

Historical Period	Years	Applicable Courses*
Medieval	800–1500	ENGL 3431 - Introduction to Early Medieval Lit ENGL 3432 - Introduction to Late Medieval Lit ENGL 3433 - Medieval Women Writers ENGL 4410 - Chaucer ENGL 4431 - Studies in Medieval Literature
Renaissance	1500–1700	ENGL 3434 - British Renaissance Drama ENGL 3435 - British Renaissance Poetry ENGL 4430 - Shakespeare ENGL 4432 - Studies in Renaissance Literature ENGL 4440 - Milton
18th century	1700–1800	ENGL 3436 – Intro to 18 th C. British Literature ENGL 3831 - Intro to the Lit of the Colonial Americas ENGL 4433 - Studies in Restoration and 18th Century British Literature ENGL 4831 - Studies in the Literature of the 18th Century Americas
19th century	1800–1900	ENGL 3441 - Introduction to Romantic Literature ENGL 3442 - Introduction to Victorian Literature ENGL 3832 - Nineteenth-Century American Poetry ENGL 3833 - The American Renaissance ENGL 3845 – 19 th c. Lit of the U.S.-American West ENGL 3847 - American Realism ENGL 3921 - African American Literature ENGL 3922 - Chicano Literature ENGL 4434 - Studies in Romantic Literature ENGL 4435 - Studies in Victorian Literature ENGL 4832 - Studies in 19th-Century American Lit
20th & 21st century	1900–present	ENGL 3450 - Short Story ENGL 3843 – 20 th & 21 st c. American Poetry ENGL 3844 - Contemporary North American Indigenous Literature ENGL 3846 - Mexican American Non-Fiction and Criticism ENGL 3920 - Survey of Ethnic Literatures ENGL 3921 - African American Literature ENGL 3922 - Chicano Literature ENGL 3923 - American Jewish Literature ENGL 4300 - Modern Drama ENGL 4480 - American Drama ENGL 4841 - Studies in Modern Irish Literature ENGL 4842 - Studies in British Modernism ENGL 4844 - Studies in American Modernism ENGL 4845 - Studies in Contemporary American Lit

Grad Track Pathway

*English, B.A. with a concentration in literature with
grad track option leading to M.A. in English*

The Department of English offers a grad-track pathway in which students complete a Bachelor's Degree with a concentration in literature in four years, and then go on to earn a master's degree in English in the fifth year. This accelerated program, which is cost-effective and time-saving, is designed for exceptional, highly motivated students. Students who have maintained a GPA of 3.5 or above may apply to this program in their junior year. Admitted students will take 12 graduate hours during their senior year, which can count both toward their bachelor's and master's degrees, as permitted by university rules.

Admission Requirements:

To be eligible for acceptance, students must have completed 75 undergraduate hours, including ENGL 3000, ENGL 3430 OR 3830, and ENGL 3440 OR 3840.

In addition, students will need to submit

- One or more writing samples
- A personal statement
- A curriculum vitae
- Two letters of recommendation testifying to student's ability to do graduate-level work
- An application to the Toulouse Graduate School

GRE scores are not required. Honors students who satisfy the requirements are guaranteed admission to the program. Applications are accepted year-round.

Grad Track Program Policies:

Undergraduate students who have been accepted to a grad track pathway option must complete their bachelor's degree requirements and graduate within 12 months of the first day of the semester for which they were admitted to the accelerated program in order to continue into the graduate program.

Admitted students will take 12 graduate hours during their senior year, which will also count toward their B.A. as permitted by university rules.

Program Requirements:

In lieu of 4 advanced undergraduate electives in the fourth year, students for the M. A. in English will take 3 5000-level graduate literature classes and ENGL 5760 in their senior year. The literature classes should be chosen with an eye to fulfilling period distribution requirements for the B. A. and the M.A.

For more information about the Grad Track Pathway, please write to the English Graduate Advisor, Dr. Marshall Armintor:
Marshall.Armintor@unt.edu

Deciding on a Concentration

You know that you want to major in English. You are unsure which concentration within the major best fits your goals. You might not have to decide today.

Remember, ALL English majors need to complete 6 hours of Freshman Composition (ENGL 1310/1320), 6 hours of sophomore-level literature, and ENGL 3000 (Introduction to Analysis and Interpretation); so that is 5 classes you need regardless of the concentration you choose. Depending on the concentration(s) you are considering, you may have a number of advanced-hour English courses that you can complete before you have to jump off the fence. Check it out:

Course	Creative Writing	Literature	Language Arts	Writing & Rhetoric
ENGL 3110		#	*	#
ENGL 3200		#		*
ENGL 3430/3830	*	*	*	#
ENGL 3430/3840	*	*	*	#
ENGL 3450/ 3920		#	*	#
ENGL 4430	#	#	*	#

* Required for concentration

One of your choices within the concentration

This grid is not a substitute for advising. Check the requirements within each concentration for guidance and the catalogue for course descriptions. Ask questions (either of Dr. Lyke or of the CLASS advisors) when you are unsure about a class selection!

Choosing a Minor

Three of the English major concentrations offer room to select a minor or double major. There are a number of ways to use this option strategically. Some English majors select minors – like Computer Science, Marketing, Spanish, or Statistics – that will help them develop jobs-based skills. Others select liberal arts fields – like History, Philosophy, Mathematics, or a language – to complement what they are studying in English.

You can easily find lists of minors in departments that also offer majors. But we also have many interdisciplinary minors that are not connected to a single department or major. These minors may be a little more obscure, off the beaten path; and, as such, may give you more flexibility to pursue your interests and augment your degree plans:

Addiction Studies	Jewish and Israel Studies
Alternative Dispute Resolution	Leadership of Community & Nonprofit Orgs
Arabic	Legal Studies in Business
Behavior Analysis	LGBT Studies
African-American Studies	Management
American Studies	Medical Anthropology
Asian Studies	Mexican American Studies
Biological Sciences	Military Science
Chinese	New Media Art
Classical Studies	Peace Studies
Computer Education	Photography
Counseling	Professional Selling
Digital Content and Information Systems	Project and Knowledge Management
Ethnic Studies	Public Administration
Human Services	Residential Property Management
Insurance	Statistics
Italian	Team Science
Japanese	Women and Gender Studies

Academic Certificates

In addition to minors, UNT also offers a number of Academic Certificates – a number of which intersect with the English major. A “certificate” in an interdisciplinary sub-field that typically (but not always) involves taking 9–15 hours from a specified list of related courses. Like minors, certificates are noted on one’s academic transcripts; unlike minors, you can earn a certificate before you earn your degree, and (this is important) you can “double-dip” with some courses. This means that there are courses you can take that can count for your degree plan *and* your certificate.

A full list of available certificates can be found in the Academic Catalog (catalog.unt.edu), but English majors have often opted for the following (because many English courses will “double-dip”):

- American Studies certificate
- Jewish and Israel Studies certificate
- Latina/o and Mexican-American Studies certificate
- Legal studies certificate
- Medieval and Renaissance Studies certificate
- Technical Communication certificate

Examples of other certificates include:

- Digital Media Studies certificate
- Entrepreneurship certificate
- Forensic Science certificate
- Game Programming certificate
- Legal studies certificate
- Media Management certificate
- Spanish Language certificate
- Technical Writing certificate

North Texas Review

The *North Texas Review* is the undergraduate creative arts and literature journal at the University of North Texas. The *North Texas Review* is staffed by students only, and provides undergraduates with the opportunity to apply their skills and learn about the process of publishing and publication production. *NTR* strives to showcase and promote student creative work in an annual print journal, as well as on our online outlet, *NTR Online* (NTReviewOnline.com), and to bring culture and voice to the University through creative expression. We accept artwork, photography, creative non-fiction, fiction, drama, poetry and more from members of the UNT community, regardless of major, and encourage all undergraduate students to submit their work. Copies of the latest edition of *NTR* are available in the University Union carrels or in the English Office (AUSB 112). Students who are interested in joining the staff of the *North Texas Review* can pick up an application in the English Office (AUSB 112) or email joines@unt.edu. The *North Texas Review* is fully staffed by unpaid undergraduate students with a passion for the organization. Positions available on staff include:

Editor-in-Chief	Copy Chief	Managing Editor	Online Editor
Editorial Assistant	Publicity Director	Design Director	Assistant Designer
Arts Editor	Assistant Arts Editor	Poetry Editor	Assistant Poetry Editor
Prose Editor	Assistant Fiction Editor	Staff Writer (5-10)	Assistant Non-Fiction Editor
Staff Reader (10)			

Sigma Tau Delta

Sigma Tau Delta (ΣΤΔ) is the International English Honor Society. The *Tau* Chapter of ΣΤΔ here at the University of North Texas (UNT) inducts new members twice per year. Student membership is available to undergraduate and graduate students currently enrolled at UNT. We offer two kinds of membership: Full and Associate. Associate Membership is for those students who have not yet earned either enough college or English credit hours or the minimum GPA. Candidates for Full Membership must meet the following requirements:

- 45 college credit hours
- 12 credit hours in English courses
- Minimum cumulative GPA of 3.0
- Minimum GPA of 3.5 in English courses

Candidates for graduate membership must:

- be enrolled in a graduate program in English
- have a minimum grade point average of 3.3 on a 4.0 scale

Membership entitles you to the following:

- wear an honor cord, honor stole, and/or medallion with your graduation robe, if you choose to purchase these items
- apply for scholarship, internship, and writing award opportunities open only to ΣΤΔ members
- submit papers for possible publication in *The Rectangle* and *The Sigma Tau Delta Review*
- apply for the opportunity to serve on an international Board of Directors as a Student Advisor or Student Representative;
- submit papers or panel discussion for possible presentation at the Annual ΣΤΔ International Convention
- the honor of listing *Sigma Tau Delta* on your résumé;

- a membership certificate and lapel pin

Applications for membership in Sigma Tau Delta are available in the English Department Office (Auditorium 102). Please direct questions to the faculty co-advisor, Prof. Jacqueline “Jackie” Whipple Walker at Jacqueline.Walker@unt.edu.

UNT Visiting Writers Series

The UNT Visiting Writers Series brings nationally and internationally renowned authors to campus for readings and book signings.

FALL 2018

EDUARDO CORRAL

September 27, 2018. Reading / Q&A / Book Signing

Eduardo C. Corral's first book, *Slow Lightning*, won the Yale Series of Younger Poets competition in 2011. His poems have appeared in *Ambit*, *The New Republic*, *Ploughshares*, and *Poetry Magazine*. He's the recipient of residencies from the MacDowell Colony and Yaddo. He's also the recipient of a Whiting Writers' Award, a National Endowment for the Arts Fellowship, and a Hodder Fellowship and the National Holmes Poetry Prize, both from Princeton University. He teaches in the MFA program in Creative Writing at North Carolina State University.

COLIN BARRETT

October 24, 2018. Reading / Q&A / Book Signing

Colin Barrett's first collection of stories, *Young Skins*, was originally published by Stinging Fly Press in 2013. It won the 2014 Frank O'Conner International Short Story Prize, The Guardian First Book Award and the Rooney Prize for Irish Literature. Colin was one of the 5 under 35 honorees for The National Book Foundation in the United States in 2015. *Young Skins* has been translated into 8 languages so far and one of the stories, "Calm With Horses," is being made into a feature film produced by DNC films, Film4 and Element Pictures. Colin's short stories and nonfiction has appeared in *The New Yorker*, *Granta*, *A Public Space*, the *New Statesman*, *The Guardian* and other magazines and journals. In 2018 he was selected as one of 4 protégés for the Rolex Arts Initiative.

LUCAS MANN

November 8, 2018. Reading / Q&A / Book Signing

Lucas Mann is the author of *Captive Audience: On Love and Reality TV*, *Lord Fear: A Memoir*, and *Class A: Baseball in the Middle of Everywhere*, which earned a Barnes & Noble Discover Great New Writers selection.

His essays and stories have appeared in *Guernica*, *BuzzFeed*, *Slate*, *Wigleaf*, and *The Kenyon Review*, among others. He has received fellowships from United States Artists and The National Endowment for the Arts. He teaches writing at The University of Massachusetts Dartmouth, and lives in Providence, RI.

SPRING 2019

We are still scheduling a couple of our Spring 2019 visiting writers, but the following dates are firm.

Rilke Prize Award Winner

April 3–4. Reading / Q&A / Book Signing

MARILYNNE ROBINSON

April 11–12

First-Year Writing Program Lecture and Q&A

Reading/Q&A/Book Signing

Marilynne Robinson is one of America's most celebrated novelists and public intellectuals. She is the author of the novels *Lila*, *Home*, *Gilead* (winner of the Pulitzer Prize), and *Housekeeping*, and the nonfiction books *The Givenness of Things*, *When I Was a Child I Read Books*, *Mother Country*, *The Death of Adam*, and *Absence of Mind*. She teaches at the Writer's Workshop at the University of Iowa.

UNT Writing Center

The Writing Center's mission is to help students improve as writers at all levels, and it supports a culture of teaching and learning at UNT through peer tutoring, interactive workshops, classroom support, and consultation with faculty and staff. Free writing tutoring to all currently enrolled UNT students in all disciplines and at all stages of their academic careers. Tutors do more than merely proofread; they teach you strategies and techniques to improve your writing for the long term.

For best results, bring your professor's requirements for the assignment with you. Sessions start on the hour and on the half hour. Appointments and walk-ins are welcome at the Sage Hall Room 150 location; however, to ensure time with a tutor, it is best to schedule an appointment in person, by phone (940-565-2563), or by email WritingCenter@unt.edu.

LOCATION AND HOURS

SAGE HALL, ROOM 150

9:00 a.m. - 9:00 p.m., Monday – Thursday

9:00 a.m. - 3:00 p.m. on Fridays

WILLIS LIBRARY, ROOM 250C

5:00 p.m. – 9:00 p.m., Sunday – Thursday

You can stop by at 5:00 p.m., when the tutor arrives, to sign up for a slot that night – walk-ins are first come, first served.

ONLINE APPOINTMENTS HOURS (must schedule 24 hours in advance)

9:30 a.m. - 9:00 p.m., Monday – Thursday

9:30 p.m. - 3:00 p.m. on Fridays

All students may have up to 1 hour of instruction total per day, i.e., one 30-minute appointment in the main center and a 30-minute appointment in the library, or two 30-minute appointments in the main center (not back-to-back).

Become a Writing Center Tutor

What does a tutor do?

Writing Center Consultants (tutors) meet one-on-one with students to discuss their writing, usually in 30-minute appointments. These discussions may involve developing ideas, thesis statements, clarity, organization, citing sources, grammar, punctuation—or all of the above. We work with students at all levels, from freshmen to graduate students, and we work with students from all disciplines across campus. We work with both multilingual writers as well as native-English speakers.

What qualities should a tutor have?

Tutors should have strong writing skills and have a desire to help others improve their writing. Tutors work collaboratively, so it's important that tutors enjoy listening to writers, reading their work, and talking with them. Self-reflection and a willingness to continually develop as a tutor are also important traits. In addition, curiosity about new people and new topics is highly desirable.

What training is involved?

Writing is hard, and the tutoring of writing is complex, demanding work. Tutors are trained to hold effective conferences and to understand the model of collaborative talk. Training topics include understanding; the needs of multilingual writers; grammar principles; writing across the disciplines; writing and social justice; and facilitative teaching. As a staff, we have orientation meetings at the beginning of each semester as well as staff meetings that include ongoing education. New undergraduate and graduate tutors are also required to take English 4280/5280, Writing Center Theory and Practice, during the fall in which they start work in the Writing Center.

What does the course involve?

The course is a three-credit course on Monday evenings from 6:00 p.m. to 8:50 p.m., open to both undergraduate students (ENGL 4280) and graduate students (ENGL 5280). The course is designed to prepare UNT's Writing

tutors with both practical strategies for holding successful writing conferences as well as theoretical background in writing center work. Tutors are trained to read work critically and constructively. Students consider how writing is taught in the academy, and they learn to recognize how cultural and linguistic identity can impact us as writers. Finally, the course provides an opportunity for students to conduct original research in writing studies, so they can act as scholar-practitioners in the field. As an advanced course, the course does help undergraduate students to fulfill their requirements for advanced coursework needed for graduation, so it may give you credits you need, even as a non-English major. The course provides an opportunity to participate in a close-knit learning community with fellow tutors from across the disciplines.

What is the pay?

Tutors are paid competitively, \$10 per hour as of Spring 2018.

What are the work hours?

Students can work on campus up to 25 hours per week. On average, tutors work about 15 – 20 hours per week.

Apply at unt.joinhandshake.com and send **questions** to WritingCenter@unt.edu or visit at WritingCenter.unt.edu.

English Department Scholarships

Every spring, we award scholarships for the following academic year. Applications for 2019-20 will be due on March 1, 2019. Applying is easy. Here's what you need to know:

- Enrolled UNT students must have a minimum of a 3.0 GPA on all college work completed (except for the Robert and Marjorie Hirsch Scholarship, which requires a 2.5);
- Entering students must have scores of at least 1000 on the SAT or 24 on the ACT;
- Except of the Veta Watson Percy Scholarship, scholarships are paid in two installments (Fall and Spring); the continuation of the scholarship into the second semester depends on maintaining a 3.0 GPA in at least 12 semester hours (15 for the Mohat Scholarship) and making at least a grade of B in each English class;
- Students must be currently enrolled at UNT to apply.

Here's what you need for your application:

- a completed application form, which you can download here: <http://english.unt.edu/undergraduate/undergraduate-scholarships>;
- the names of two English faculty members who have agreed to serve as a reference;
- a copy of your transcript ("unofficial" is fine for current students; don't pay for one!);
- a cover letter addressed to the English Department Scholarship Committee. This letter is your chance to give the committee a sense of who you are. What has drawn you to English? How have literary studies, creative writing, or rhetoric and writing studies influenced you? How you have been involved in the department, the university, or other communities to which you belong? How

have literary studies, creative writing, or rhetoric and writing studies influenced you? What are your ambitions?

- Applicants to the Mary E. Whitten Scholarship need to supply proof of native Texas residency (usually, a copy of a birth certificate)
- Applicants to the Arthur Sampley Scholarship need to include one piece of creative writing; applicants to the Jawdat Haydar Poetry Prize need to submit three poems.

Submit your scholarship application by emailing the completed forms with applicable materials (see checklist) to english@unt.edu. Call 940-565-2050 with any questions. Late submissions will not be considered.

Graduate School at UNT

Are you interested in continuing your education? Are you thinking about teaching English? Do you want to hone your creative writing skills? Or do you just want to read more books? UNT offers two Master's Degrees:

- M.A. with a Major in English
- M.A. with a Major in Creative Writing

We have a vibrant and productive faculty, deeply committed to teaching and mentoring graduate students. Our department includes four UNT Distinguished Teaching Professors, one UNT Distinguished Research Professor, and one Regents Professor. If you have questions, please contact Dr. Marshall Armintor at Marshall.Armintor@unt.edu or visit the graduate office in AUID 116.

To Apply:

1. Submit an application at the Toulouse Graduate School webpage: <http://tsgs.unt.edu/future-students/graduate-admissions>
2. Email the following documents to the English Department at GradEnglishStudies@unt.edu:

Personal Statement
Curriculum vitae
Writing sample(s)
Two letters of recommendation

Deadlines:

1. September 15 for early admission. Decision rendered by December 1 for admission in spring or in fall.
2. January 1 for regular admission in the fall semester.

Thinking about Graduate School?

UNT English Majors have been accepted in some of the top MFA programs (creative writing), PhD programs (in literature and rhetoric), and law schools in the country. Successful applicants usually have records of high academic achievement, polished writing samples, and glowing letters of recommendation from faculty. As Dr. Vanhoutte writes in her welcome letter, you need to cultivate protégé-mentorship relationships with faculty members and perform well in your courses.

Use every class as an opportunity to produce writing that could serve as a writing sample. Incorporate feedback into revision: what you did in class is just the *beginning* of the writing process. Look for opportunities – especially through *Sigma Tau Delta* – to share your work at conferences.

Graduate programs are not for everyone. If you are thinking about an advanced degree, you should schedule meetings with current or former professors for advice. Research programs to see what their strengths are; read what the people in fields that interest you have published. You are looking for people who will supervise your growth as a writer or scholar.

If you decide graduate school is something you want to do, you need to be strategic when putting together your application. These applications typically require a “personal statement” (what do you want to study and why?), a writing sample, a C.V. (the academic term for “résumé”), and letters of support from two or three faculty members. You need to plan at least a year ahead: most programs have deadlines between November and January for admissions in the following academic year.

UNT Career Center & the English Major

Did you know that the Career Center has a Career Development Specialist for students majoring in English? Wayne Campbell (wayne.campbell@unt.edu) is organizing panels, career fairs, and workshops that target English majors and employers who have hired UNT English majors in the past. It is never too early to begin working with Mr. Campbell to become adept at using the Career Center software and websites (Handshake, O*NET, and BuzzFile) to develop application materials, find internships, and meet prospective employers. Mr. Campbell's main two pieces of advice for English majors are to pick up a minor in a skills-based discipline and to secure an internship (the Career Center has resources to help with this). Here is what the Career Center has to say about job prospects for English majors:

A bachelor's degree in English is very broad and is sufficient for entry level positions in business and industry, as well as in areas such as entertainment, radio and television commentary, and museum work. Because English can lead to many different career paths, it is important to identify an area of interest and be playful about gaining the right skills, experience, and credentials to enter that field.

- A major in English is also good preparation for continued graduate or professional training in areas such as English, law, political science/government, public administration, communications, religious studies (e.g. seminary).
- Be proactive, determined, assertive, and confident in order to secure freelance writing opportunities. Writers typically experience many rejections for each piece that is accepted for publication. Save samples of written work to be used for a portfolio. Cultivate other career opportunities in order to supplement a freelance writing income.
- Obtain additional areas of expertise such as journalism, broadcasting, technical writing, or politics for specialized positions.

- Conduct informational interviews or shadow professionals in careers of interest to learn more about their jobs.

Each year, the Career Center plans events tailored specifically for English majors and for Liberal Arts majors. It also hosts majors career fairs each term. English majors are welcome to attend these job fairs:

10/10	Journalism Fair	Union 314
11/7	All Majors Fair	Union 314
11/9	Education Fair	TWU

Companies and organizations attending these panels and fairs will be listed on Handshake prior to the events. Set up your account and research them.

Examples of Employers Have Hired UNT English Majors

(source: UNT Career Center)

Arlington ISD	Auburn University
The Athletic	AXA Advisors, LLC
Baylor University	Boys & Girls Club of Greater Fort Worth
Brink's Inc.	Burlington Area School District
Centers for Disease Control and Prevention	Cingular Wireless
City of Dallas	Clear Channel Outdoor
Colorado State University	Communities in Schools Dallas Region Inc
Dallas I.S.D.	Dallas Observer Magazine
Department of Homeland Security	Human Rights Initiative
Insurance Solutions Group	Javelin Direct
KUVN 23 Dallas/Fort Worth	KTCK (The Ticket Radio)
KWES-TV	KXXV-TV News 25
Lockheed Martin	Michael's Stores International
Moroch Partners, LP	Project Vote Smart
The Princeton Review	ReachLocal
Spacee/Augmented Reality	U.S. Department of Labor - OFCCP
Verizon Communications	Verizon Information Services
World Economic Development Alliance	Yale University Library

Career Advising Appointments

If you would like to meet for an individual career advising appointment at the UNT Career Center, you can schedule that through your Handshake account: <https://unt.joinhandshake.com/login>

Alumni Services

As UNT alum, you are welcome to continue using the services and resources of the UNT Career Center for free.

English Department Staff

Wise students get to know the English Department staff, as they are the ones around here who really understand how everything works and keep things functioning smoothly.

Diane Culpin (diane.culpin@unt.edu) is the Office Manager; she oversees our budgets, scholarships, payroll, buildings, and staff. Her office is in AUDB 116.

Brandon Richey (brandon.richey@unt.edu) sits in the main desk in the main office (AUD 116). He is the air traffic controller of English, the communications hub, and the friendly face who will help you get messages to your professors.

Zaiba Ahmed (zaiba.ahmed@unt.edu) works in the Graduate Office in AUDB 116. She helps run our Graduate Program: an important contact for Grad Track students!

Lisa Vining (lisa.vining@unt.edu) organizes our Visiting Writer's Series; her office is in AUDB 210A.

Timothy Boswell (timothy.boswell@unt.edu) keeps the English Department website up to date and is the Publications Manager of our scholarly journal, *Studies in the Novel*.

English Faculty Directory

Name	Position	Office	Primary research/writing/teaching area
Deb Armintor	Associate Professor	LANG 409B	18 th c. British literature
Marshall Armintor	Principal Lecturer; Graduate Advisor	AUD 116C	20 th c. British literature
Scott Blackwood	Visiting Associate Professor	AUD 205	Creative writing: fiction
Bruce Bond	Regents Professor	AUD 213	Creative writing: poetry

Angela Calcaterra	Assistant Professor	LANG 407F	18 th & 19 th c. American literature, Native American literatures
Jenny Caneen-Raja	Lecturer	LANG 409G	Renaissance literature, composition
Gabriel Cervantes	Assistant Professor	LANG 409E	18 th c. British Literature
Shari Childers	Senior Lecturer	LANG 407L	American literature, composition
Robin Coffelt	Lecturer	LANG 408L	American literature, composition
Bryan Conn	Lecturer	LANG 409K	American and African-American literature, composition
Jack Christian	Lecturer		Creative writing: poetry
Jeff Doty	Assistant Professor; Director of Undergraduate Studies	LANG 407H	Renaissance literature
Jehanne Dubrow	Associate Professor	AUD 216	Creative writing: poetry
Ian Finseth	Professor	LANG 408J	19 th c. American & African-American literature
Jacqueline Foertsch	Professor	LANG 409D	20 th & 21 st c. American literature
Bonnie Friedman	Associate Professor	AUD 206B	Creative writing: nonfiction
Nora Gilbert	Associate Professor	LANG 408E	19 th c. British Literature, classic Hollywood film
Stephanie Hawkins	Associate Professor; Associate Chair	AUD 112D	19 th & early 20 th c. American literature
Matthew Heard	Associate Professor; Director of First-Year Writing	LANG 409J	Rhetoric and composition studies

David Holdeman	Dean, College of Liberal Arts and Social Sciences	GAB 210	20 th c. Irish literature and culture
Kyle Jensen	Associate Professor	LANG 408H	Rhetoric and composition studies
Raina Joines	Senior Lecturer; Faculty Advisor, <i>North Texas Review</i>	LAND 407B	Creative writing: poetry, American literature, composition
Richard Joines	Lecturer	LANG 407B	Creative writing: poetry, American literature, composition
Justin Jones	Lecturer	LANG 408C	19 th c. British literature, composition
Patrice Lyke	Senior Lecturer; Undergraduate Advisor	AUD 114	American literature, composition
Amos Magliocco	Senior Lecturer	LANG 408G	Creative writing: fiction, composition
Lianne Malinowski	Assistant Professor	LANG 407E	Rhetoric and composition studies
Corey Marks	Distinguished Teaching Professor; Director of Creative Writing	AUD 214	Creative writing: poetry
Ian McGuire	Associate Professor	[on leave]	Creative writing: fiction
Madhuparna Mitra	Senior Lecturer	LANG 408B	Renaissance literature, composition
Kimberly Moreland	Lecturer; Director, UNT Writing Center	LANG 408A	Rhetoric and composition studies
Miroslav Penkov	Associate Professor	AUD 213C	Creative writing: fiction
John Peters	Distinguished Research Professor	AUD 115	19 th & 20 th c. British & American literature

Alexander Pettit	Distinguished Teaching Professor	AUD 206C	20 th & 21 st c. drama
Masood Raja	Associate Professor	AUD 106	Postcolonial studies, globalization
Javier Rodríguez	Associate Professor	LANG 407G	Chicana/o literature, border studies, science fiction
Jean Roelke	Senior Lecturer	LANG 409	Creative writing: poetry; American literature, composition
Anne Schoolfield	Senior Lecturer	LANG 407A	Grammar, composition
Nicole Smith	Distinguished Teaching Professor	LANG 408F	Medieval literature
John Tait	Associate Professor	AUD 206A	Creative writing: fiction
Jill Talbot	Associate Professor	AUD 213B	Creative writing: nonfiction
Kimberly Tweedale	Lecturer, Associate Director of First-Year Writing		Rhetoric and composition studies
Robert Upchurch	Associate Professor	AUD 112	Medieval literature
Jacqueline Whipple Walker	Lecturer; Sigma Tau Delta advisor	LANG 409C	Renaissance literature, composition
Jacqueline Vanhoutte	Chair; Distinguished Teaching Professor	AUD 203	Renaissance literature
Priscilla Ybarra	Associate Professor	LANG 408K	Chicana/o literature, ecocriticism

Faculty by historical periods, field, or genre	
Creative Writing: Fiction	Blackwood, Magliocco, McGuire, Penkov, Tait
Creative Writing: Poetry	Bond, Christian, Dubrow, Marks
Creative Writing: Nonfiction	Friedman, Talbot
Rhetoric and Writing Studies	Heard, Jensen, Lianowski, Moreland, Tweedale
Medieval	Smith, Upchurch
Renaissance	Caneen, Doty, Mitra, Walker, Vanhoutte
18 th century	D. Armintor, Calcaterra, Cervantes
19 th century	Calcaterra, Finseth, Gilbert, Hawkins, Jones, Peters, Rodriguez
20 th & 21 century	M. Armintor, Childers, Coffelt, Conn, Foertsch, Hawkins, Holdeman, Ra. Joines, Ri. Joines, Lyke, Peters, Pettit, Raja, Rodriguez, Roelke, Schoolfield, Ybarra

About this Handbook

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