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The English Major's Handbook

West Texas A&M University

2011-2012

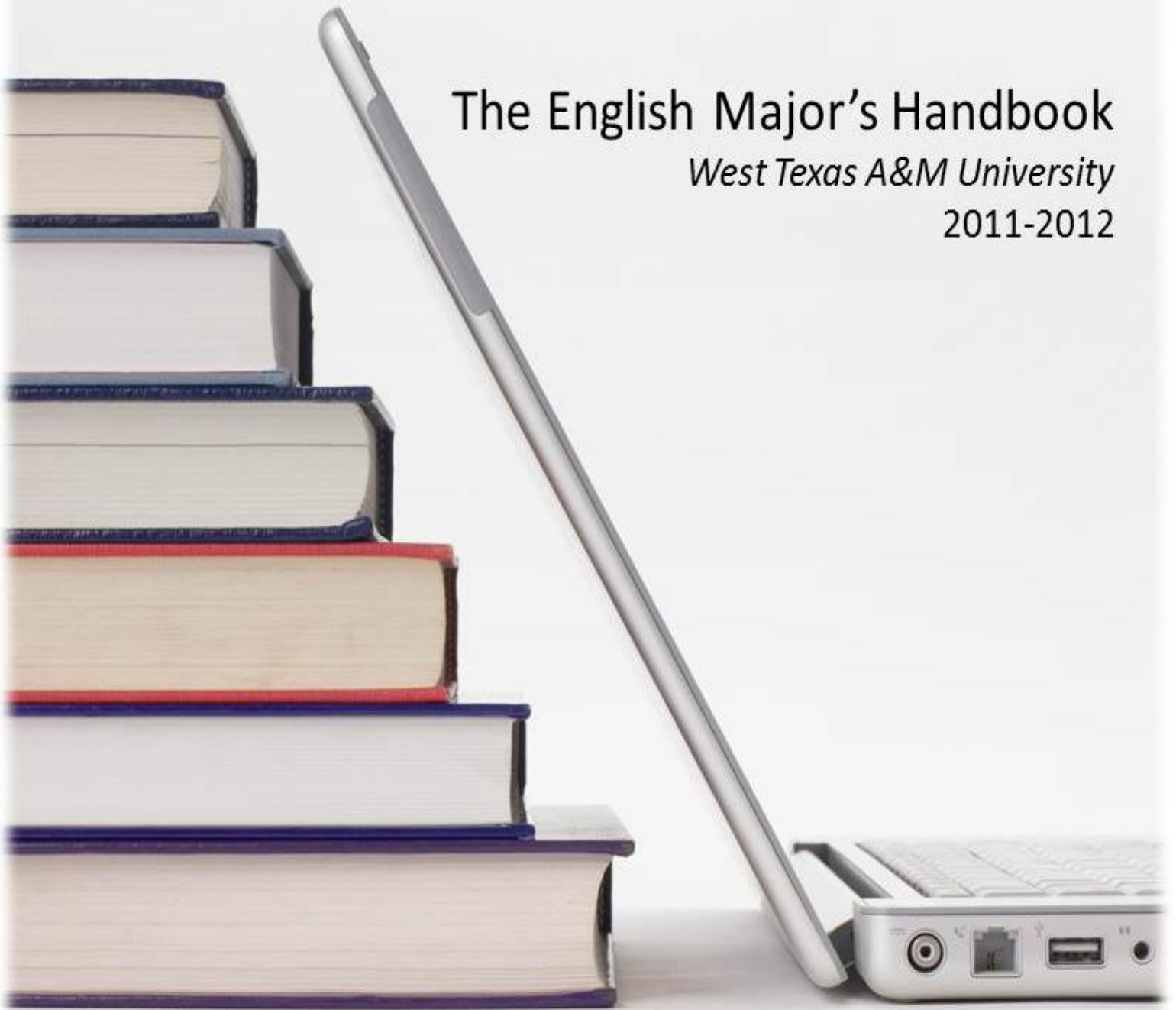


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RECORD OF CHANGES

Date	Version #	Detail of Change(s)	Approval Details
8.25.11	1.0	Original submitted	Approved with revisions
9.8.11		Revisions completed. Document made available to department faculty and students.	

What the B.A. in English is all about

The BA in English is about preparing students to teach, to develop their scholarship in graduate study, to attend law and other professional schools, and to succeed in any field in which sharp thinking, reading, analysis, and writing are valued.

The BA in English is a discipline comprised both of content and of skills. Many of us prefer to focus on the content, for it is the love of literature and language that brings most of us to the field of English. And indeed the BA in English is about knowledge of language and traditions of British, U.S., and world literatures—that's the content. English majors graduate, as a general rule, as erudite and articulate individuals with great understanding of our debt to cultural tradition, of the best that has been thought and said.

The BA in English is also about certain skill-sets that are important, and—by the way—employable. Graduates of our English program can read quickly, deeply, critically, and well. In other words, they can process and synthesize text-based information skillfully. They can also write. More importantly, they can write for multiple audiences and purposes, creatively, analytically, and technically. Strong graduates of our English BA program are able to adapt and employ these skills for many arenas.

Meeting with your Academic Advisor

Your academic advisor plays an important role. Primarily, s/he will monitor your academic progress through the degree requirements. In addition, however, s/he can suggest courses that may be of particular interest to you; help you select a minor, if you are interested in one; and point you toward study abroad, internship, research, and service opportunities.

As the student, though, you also play an essential role in the academic advising process. It is your responsibility to monitor your academic progress, seek advising on a regular basis, and keep your advisor up to date on any changes in your status or degree plans.

Academic Advising FAQ

How do I know who my English Major Advisor is?

When you declare a major in English, you will be assigned an academic advisor. For more information, please see Ms. Jo Ann Ross in the EPML Department Office (Classroom Center 324).

What do I do when I find out who my advisor is?

Contact your advisor via email, introduce yourself, and request an advising appointment. Many professors have specific times of the semester that they meet with advisees; thus, your advisor may not need to meet with you immediately. Faculty contact information may be found at wtamu.edu/epml and in Appendix A of this handbook.

What will we talk about at our first meeting?

The first time you meet with your English Academic Advisor, be prepared to discuss the following:

- Where you stand in terms of course credit earned:
 - Have you completed all core curriculum requirements?
 - Are you transferring any credits from another college or university? Have all transcripts been received by WTAMU?
 - Do you have a minor?
- Your target graduation date
- Plans after graduation
- Your interests in internships, study abroad, research opportunities

Immediately after this appointment, make arrangements to meet with Dr. Steve Severn (651-2475, ssevern@mail.wtamu.edu) to complete Incoming English Major Survey.

What should I bring to my advising session?

- Your degree checklist.
- Your degree plan—a degree plan must be filed with the Dean’s Office before 60 completed semester hours; Dean’s Office located in Mary Moody Northen 162.
- A list of courses you are considering for the next semester, including days/times the courses are offered.
- Any questions you have about your academic progress.

Will my advisor tell me exactly what classes to take?

No. Your advisor will help you select courses that are required for the major. You should be prepared, however, with a list of courses that you are interested in taking.

Will my advisor register me for classes?

Your advisor will not complete the registration process for you. During the advising session, you should take careful notes, writing down any special instructions your advisor has for you, e.g. filing degree plan, applying for graduation, etc. As soon as possible after the advising session, complete the registration process on Buff Advisor. Please check Buff Advisor to see when you are eligible to register.

English and Spanish Education Students

If you are a Secondary English/Language Arts (444) or an All-Level Spanish (888) major seeking teacher certification, please see the EPML Department's administrative assistant, Jo Ann Ross, to be assigned an English or Spanish faculty advisor. Even if you are routinely advised by Education faculty/staff, we in EPML still want to see you. We have important information regarding course offerings, recommended sequence, and course rotation so that you can balance your major courses with your education requirements.

Getting Involved

Sigma Tau Delta

Sigma Tau Delta (ΣΤΔ) is the International English Honor Society. The Chi Theta Chapter of ΣΤΔ here at WTAMU inducts new members annually. Student membership is available to undergraduate and graduate students currently enrolled at WTAMU.

Candidates for undergraduate membership must have a minimum of

- two college courses in English language or literature above the 1000-level;
- a 3.0 GPA in English courses;
- a 3.0 overall GPA;
- three completed semesters of college course work.

Candidates for graduate membership must

- be enrolled in a graduate program in English;
- have completed six semester hours of graduate work or the equivalent;
- have a minimum grade point average of 3.3 on a 4.0 scale.

Membership entitles you to

- 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;
- a one-year semi-annual subscription to the Newsletter;
- a one-year annual subscription to *The Rectangle* and *The Sigma Tau Delta Review*.

For more information, please contact chapter sponsor Dr. Monica Hart (mhart@wtamu.edu).

POEM

POEM is the student organization for English majors and graduate students. POEM promotes out-of-class fraternity among English majors through social, educational, and professional programming. While the officers set the agenda for the group each year, in the past POEM has hosted: film screenings and discussions; résumé workshops and roundtable discussions for students considering graduate school; student-faculty softball games; and end-of-semester dinners. It has also participated in campus-wide community service projects. Proceeds from POEM's occasional fundraisers are used to support student research and travel. Participating in POEM is a great way to enrich your sense of community—and holding a leadership position in POEM is a great way to enrich your résumé.

For more information, please contact one of the group's sponsors: Dr. Jeff Doty (jdoty@wtamu.edu), Dr. Alex Hunt (ahunt@wtamu.edu), or Dr. Bonnie Roos (broos@wtamu.edu).

The Legacy

The Legacy is West Texas A&M University's creative arts journal. The intent of *The Legacy* is to showcase and promote student creativity by producing a journal consisting of selected artwork, photography, creative non-fiction, fiction, drama, and poetry by members of the West Texas A&M University community.

The journal strives to promote creativity across the various disciplines by publishing works created by members of the WT community from all areas of the university. All WTAMU students, faculty, staff, and alumni are eligible and encouraged to submit their work. Undergraduate and graduate students serve as editors and are responsible for the selection and publication of *The Legacy's* contents. Additionally, two writing contests are held annually, one each long semester. *The Legacy* is both a print publication and an online publication and can be found at www.wtamu.edu/thelegacy.

For more information, please contact the faculty sponsor, Dr. Pat Tyrer (ptyrer@wtamu.edu).

Tracks

In addition to our award-winning creative writing journal *Legacy*, we sponsor an interdisciplinary research journal, *Tracks: Research in the Humanities*, coordinated mostly by our EPML students. Every semester we invite paper submissions from students in a range of humanities courses: composition, advanced English, graduate courses, and more. We produce the best essays in our online journal, available on the EPML homepage (wtamu.edu/epml). Having a publication on your résumé is a great line to add when you apply for jobs or graduate schools, so send us your best paper! The journal also always needs additional help with editing, which can be as minimal as reviewing an article to make suggestions about whether it's good enough to be published to copy-editing to managing the journal itself. We want you involved at any level you'd like to be involved in. And again, each of these positions gives you job experience you can use on your résumé.

For more information, please contact the faculty sponsor, Dr. Bonnie Roos (broos@wtamu.edu) or visit wtamu.edu/academics/tracks.aspx.

Study Abroad

Imagine watching *Hamlet* in Shakespeare's Globe Theater. Or reading Wordsworth's "Upon Westminster Bridge" . . . on Westminster Bridge. Or tracking Leopold Bloom's path through Joyce's Dublin. Not only does studying abroad bring literature alive in ways you can only understand once you've done it, students who have enrolled in WT study abroad courses describe it as *life-changing*, *transformative*, and *worth every penny*.

WT provides several opportunities for studying literature, language, and culture in other countries. Some years, a faculty-led course may be offered. Faculty-led courses will usually be planned for May intersession or a summer session. On a faculty-led course, the professor and class travel abroad together; the course is taught on-site, usually lasts from 2-4 weeks, and is worth 3 credit hours. Faculty-led courses are advertised in fall semesters. Because of the planning involved—booking flights, lodging, and classrooms—students will typically need to commit to the course by December.

The other kind of study abroad opportunity is taking a full semester of coursework at a foreign institution. The Office of Study Abroad has agreements in places with numerous institutions that allow credits to transfer. For more information about these programs, visit the OSA webpage (wtamu.edu/academics/study-abroad.aspx), write to them (studyabroad@wtamu.edu) or visit them in person (Student Success Center 115A).

A note on finances: traveling overseas is expensive, but WT English majors have had great luck in securing generous scholarships from the Study Abroad Office and Sigma Tau Delta. Financial aid can be applied to these courses as well.

Student Research Conference

WT holds an annual interdisciplinary student research conference every spring. The event gives students a taste of what conferencing in the profession is like, as well as a sense of what students in comparable courses at other universities are doing.

For English students, the presentation usually involves reading a prepared , 5-8 page paper out loud to a small (around five people) audience. No memorization is expected, but some students do prepare brief handouts or a short PowerPoint to help them. In other disciplines, posters are also presented. The conference always takes place on a Friday and lasts all day. We encourage students to see all the sessions, but students are only required to attend their particular session in order to participate in the conference.

Every conference and public presentation of a student's work should be entered as a part of that student's résumé. In addition to the B.A. in English capstone presentations, we encourage all students to attend this conference, the TAMU Pathways undergraduate student research conference in the Fall, usually held in nearby Lubbock, and with experience, to participate in professional conferences as they are advised.

Killgore Research Grants

One of the most prestigious in-house awards that WT offers is the Killgore Undergraduate Summer Research award. Every year, mid-spring semester, the Killgore Research Center invites applications for an Undergraduate Summer Research fellowship, which carries awards up to \$3500.

For your application you will need 1) a faculty sponsor who will write a supporting narrative; 2) a VERY brief project description; 3) budget and budget justification; 4) a cover page; 5) numerous signatures.

This application is not difficult, but in order to give yourself the best chance of winning, you should expect the materials to be something you take your time on, and they should be worked on in consultation with your faculty sponsor. This opportunity is not to be missed, particularly if you are a junior or senior! You get the added professional benefits of presenting your work in a

forum appropriate to your discipline, possibly even a publication, each of which is another line on your résumé. Please consider an application according to the direction of your future EPML-based career.

For more information, please visit wtamu.edu/academics/undergraduate-summer-research.aspx.

A note on applying often, and for everything you can

Along with money from internships, scholarships, fellowships, grants, and awards comes prestige: these awards tell others that you put yourself out there, and you successfully beat out other competitors. This advantage is particularly important for prospective employees in the humanities, hoping for ways to distinguish themselves in a competitive job market.

There are many awards available to EPML students, ranging from nationally competitive scholarships like the Fulbright to department-based awards like the Mabel Hare awards. The paperwork involved can be as simple as signing your name to an information sheet or as complicated as applying to college, but the earlier you decide to apply, the more opportunities you have to win and the more easily you can apply for multiple scholarships.

If you decide to apply for one of the more nationally competitive scholarships, Ellie Mons, the WTAMU Coordinator of Nationally Competitive Scholarships (emons@wtamu.edu, Office: Classroom Center 115B) will personally help you with your application and suggest which kinds of scholarships are appropriate to you.

Please do not hesitate to speak to your advisor or any of our English faculty about possible awards, fellowships, and scholarships.

Scholarships

Below you will find information on some of the scholarships available through WTAMU to undergraduate English majors. Students who demonstrate academic excellence and leadership are considered for scholarships. Financial need may be a consideration.

For the most current listing, as well as application deadlines and requirements, please visit wtamu.edu/student-support/scholarships.aspx.

Award Name	Requirements
Loula Grace Erdman Memorial Scholarship	Undergraduate or graduate students who show unusual promise in creative writing.
Evelyn and Kenneth E. Frieze English Scholarship	Undergraduate or graduate English majors who demonstrate a love of language and literature as personified in Evelyn Frieze.
A. K. Knott Scholarship	Recipient must be a junior or senior English major who shows unusual promise for teaching.
Helen White Moore Scholarship Fund	Junior or senior English majors who show promise for teaching are eligible.
Richard and Donna Moseley English Academic Scholarship	Recipient will be a full-time English major with a strong academic record.
Pat Sullivan Scholarship	English or English Education major.
Arlin Turner Memorial Scholarship	Junior or Senior English major.
Patricia O'Neill Ware Scholarship	Recipient must be a female English major, and preference will be given to a returning student who is a single parent.
Greater Texas Foundation—Dr. Sue Park Removing Educational Barriers Scholarship	Recipient must be enrolled a minimum of 12 hours per semester and must be a College of Fine Arts and Humanities major. Preference will be given based on need.
C. W. Forman and Louise Forman Endowed Scholarship	Recipient must be a junior, senior or graduate student; major in one of the humanities; minimum course load of 12 hours per semester. Financial need is a consideration.

Degree Requirements

Degree Checklist

Additional copies of degree requirement checklists are available at <http://www.wtamu.edu/student-support/>.

West Texas A&M University
Advising Services
Degree Checklist
2011-2012

NAME: _____ WT ID: _____ DATE: _____

English
Department of English, Philosophy and Modern Languages – Classroom Center, Room 324 651-2455

CORE CURRICULUM COURSES: 42-44 HOURS +	HRS
Communication (10)	
ENGL 1301 (ENG 101); 1302* (ENG 102) or 2311* (ENG 270)	6
Communication (11)	
COMM 1315 (SCOM 101, 1315), 1316 (SCOM 103, 1316), or 1321 (SCOM 201, 1321)	3
Mathematics (20)	
MATH 1314* (110), 1324* (115), 1332**/***, 2412*, or 2413*	3
Natural Sciences (30)	
Take two courses from: PSES 1301 (214), 1307 (112); ANSC 1319 (121); BIOL 1406 (101) or 1408, 1407* (103) or 1409*, 1411 (122), 1413 (121); CHEM 1405 (121), 1411* (101), 1412* (103); GEOL 1401 (GESC 111) or 1403 (GEO 101), 1402 (GESC 112), 1404 (GEO 102); PHYS 1401* (101), 1402* (102), 1411, 1412, 2425* (210), 2426* (211)	
Humanities (40-41)	
ENGL 2321*, 2326*, 2331*, 2341*, 2343*; HIST 2311 (110), 2323, 2372 (210); MCOM 1307 (MC 107); PHIL 1301 (101), 2374 (204); SPAN 2312**/*** (207) or SPAN 2315**/***	3 Choose 1
Visual and Performing Arts (50)	
HUMA 1315 (FA 101); ARTS 1303 (ART 101), ARTS 1304 (ART 102); DANC 2303; MUSI 1306 (MUS 101) or 1208 and 1209; or THREE 1310 (105)	3 Choose 1
Social and Behavioral Sciences (60)	
HIST 1301 (201) or 1303; 1302 or 1304; 2301; 2381	6 Choose 2
Social and Behavioral Sciences (70)	
POSC 2305 (101) or 2370, 2306 (102)	6
Social and Behavioral Sciences (80)	
AGBE 2317 (213), ANTH 2351 (201); CRIJ 1301 (CJ 105); ECON 2301 (ECO 201), 2302 (ECO 202), 2371; GEOG 1302 (202); PSYC 2301 (PSY 201); COMM 2377 (SCOM 256, 2377); SOCI 1301 (201); or SOCW 2361 (SOWK 201)	3 Choose 1
Institutionally Designated Option (90)	
ANSC 2370; CIDM 1105, 1301 (CIS, IDM 1301), 1315 (CIS, IDM 1315), 2345; CS 1301; IDS 1071; PHIL 2303 (203)	1-3 Choose 1

ENGLISH MAJOR REQUIREMENTS: 57-62 HOURS.
All 3000/4000-level courses require six hours of English credit as prerequisite. Also,
See NOTE I regarding senior capstone project requirement.
A grade of "C" or better must be earned in all courses required for major.

Choose one or two courses from (Six hours are required for English majors. Choose two courses if none is taken as part of the University core.): ENGL 2321* British Literature ENGL 2326* American Literature ENGL 2331* World Literature ENGL 2341* Introduction to Literature ENGL 2342* Introduction to Film and Media Studies ENGL 2343* Literature and Ideas	3-6
ENGL 3380* (ENG 310) Literary Analysis	3
ENGL 4301* Advanced Composition OR ENGL 4305* Advanced Topics in Technical Communications	3
ENGL 3351* (203) Survey of English Literature to 1800	3

Bachelor of Arts Degree
BA.ENG (106)

ENGL 3352* (381) Survey of English Lit. Since 1800	3
ENGL 3360* (393) Survey of American Literature to 1865	3
ENGL 3361* (391) Survey of American Lit. after 1865	3
ENGL 3383* Masterpieces in World Literature	3
ENGL 4352* (401) Shakespeare	3
ADVANCED ENGLISH ELECTIVES: 18 HOURS Take 18 hours of English electives at the 3000 level or above.	
ADVANCED ENGLISH ELECTIVE	3
ADVANCED ENGLISH ELECTIVE	3
ADVANCED ENGLISH ELECTIVE	3
ADVANCED ENGLISH ELECTIVE	3
ADVANCED ENGLISH ELECTIVE	3
ADVANCED ENGLISH ELECTIVE	3
LANGUAGE REQUIREMENTS: 12-14 HOURS Take two courses with a minimum of 3 hours per course. While not required, students are urged to take both courses in the same language.	
ENGL 3311* (ENG 333) Intro. to Language Structure	3
ENGL 3312* (ENG 338) History of the English Language	3
FOREIGN LANGUAGE	3-4
FOREIGN LANGUAGE	3-4
ELECTIVES: 14-21 HOURS BY ADVISEMENT—SEE NOTE II	
ELECTIVES	14-21
TOTAL HOURS REQUIRED TO COMPLETE DEGREE	120

* Core curriculum courses should be taken during the first two years of enrollment.
 * Indicates prerequisites—see catalog for more information.
 ** While MATH 1332 will fulfill core math requirements for students in the 2011-2012 catalog, it will NOT prepare them for math beyond MATH 1332 such as MATH 1325, MATH 2412, etc.
 *** Or an equivalent course (second year, second semester) in French or German.

NOTE I: The English major requires a senior capstone project. See [catalog](#) (2011-12) for details.

NOTE II: At least 39 hours of advanced work (3000- or 4000-level courses) for which tuition is paid must be earned at WTAMU, and 30 of the first 36 hours counted toward the degree must be earned at WTAMU. A maximum of 60 semester hours in English, six hours in religion and six hours in physical education (PHED) can be counted toward a degree.

Note: This is NOT a degree plan. Before completion of 60 hours, students are allowed and encouraged to request an official degree plan in the office of the dean of the Sybil B. Harrington College of Fine Arts and Humanities, located in Mary Moody Northern Hall, Room 161 (or call 651-2777). After completing 60 hours, students will not be allowed to progress without requesting a degree plan.

Curriculum Guide: Suggested course sequence

Major in English			
First Year			
ENGL 1301 3 hrs Social/Behavioral Core 3 hrs Lab science 4 hrs Math core 3 hrs Core code 90 <u>1-3 hrs</u> 14-16 hrs	ENGL 1302 or 2311 3 hrs Social/Behavioral Core 3 hrs Lab science 4 hrs Communications Core <u>3 hrs</u> 13 hrs		
Second Year			
Humanities core 3 hrs Foreign language 3-4 hrs Social/Behavioral Core 3 hrs Visual/Perf. Arts Core 3 hrs Elective <u>3 hrs</u> 15-16 hrs	Foreign language 3-4 hrs Social/Behavioral Core 3 hrs ENGL 2000-level* 3 hrs Elective 3 hrs Elective <u>3 hrs</u> 15-16 hrs		
Third Year			
Social/Behavioral Core 3 hrs ENGL 3380 3 hrs ENGL 4301 or 4305 3 hrs ENGL ** 3 hrs ENGL Elective *** 3 hrs Elective <u>2-3 hrs</u> 17-18 hrs	ENGL 3311 3 hrs ENGL ** 3 hrs ENGL ** 3 hrs ENGL Elective *** 3 hrs Elective <u>3 hrs</u> 15 hrs		
Fourth Year ****			
ENGL 3312 3 hrs ENGL ** 3 hrs ENGL ** 3 hrs ENGL Elective *** 3 hrs Elective <u>3 hrs</u> 15 hrs	ENGL ** 3 hrs ENGL Elective*** 3 hrs ENGL Elective *** 3 hrs ENGL Elective *** 3 hrs Elective <u>3 hrs</u> 15 hrs		
*2000-level options: ENGL 2321, 2326, 2331, 2341, 2342, or 2343. See note on Degree Checklist regarding 2000-level ENGL courses. ** Required upper division literature courses: ENGL 3351, 3352, 3360, 3361, 3383, 4352. *** Upper-division English elective (3000-level or above). **** Capstone Project required of all English B.A. candidates. Capstone should be completed during the senior year, Fall and Spring semesters only. Capstone Projects cannot be completed during Summer or Intersession terms.			

The Capstone Project for the B.A. in English

Capstone Overview of Requirements

The Capstone Project for the B.A. in English provides a culminating educational experience for the student and a rewarding mentorship opportunity for students and faculty. The capstone is undertaken during the senior year, Fall and Spring semesters only; capstone projects cannot be completed during Summer or Intersession terms. Successful completion of the capstone project is required for graduation. The project includes two parts: a conference length presentation and a portfolio. Both the portfolio and the presentation are based on revisions of a paper written for a 3000- or 4000-level WTAMU English course.

When do I complete my capstone project?

The capstone should be completed during the student's senior year (fall and spring semesters only). Capstone projects cannot be completed during Summer or Intersession terms.

How does the capstone work?

During the first two weeks of the semester (see Appendix C) during which the student wishes to complete the capstone, s/he should select a paper written for a WTAMU 3000- or 4000-level English class and make an appointment with the faculty member for whose course the paper was originally written to request direction of the capstone. If that professor is not available to direct the capstone, the student may request the mentorship of another professor.

Under the capstone director's supervision, the student will prepare:

1. A conference length presentation (15-20 minutes) based on the paper (see pages 13-16).
2. A project portfolio that contains the original paper, revisions, and the conference paper (see page 17).

Prior to the public presentation of the capstone, the English Capstone Committee for that academic year will assess the student's portfolio using a standardized rubric.

At a departmental convocation, the student will present his/her conference length paper along with all other English B.A. candidates.

English faculty members will assess the presentation using a standardized rubric and vote Pass/Fail on the capstone presentation.

The student must receive a majority vote of Pass on both the portfolio and the presentation in order to be certified for graduation.

When are the different parts of the capstone due?

Specific due dates for each academic year will be announced during the first week of classes during the Fall semester. See Appendix C for more information.

Conference-length presentation: Requirements

A good paper gives the reader a new way to think about a literary text (or texts) or long-standing dilemmas in the interpretation of literature. This definition is so open-ended because literary critics are creative and industrious about raising new questions. We draw from history, anthropology, neuroscience, cultural theory, environmental science, media studies, geography, and any other field of knowledge that aid our inquiries. Of course, our interpretations ultimately are based upon our care in closely analyzing literary language and our own critical language, from formalist criticism to postcolonial theory.

A good paper not only introduces an original argument but also explains *why* it should matter to your audience. This is called the “critical intervention”: your paper stages a contribution to a conversation already underway about this text or adds new issues or questions that have been ignored in the conversation so far.

1. Your presentation should:
 - a. Clearly introduce the topic and highlight the “critical intervention” being made;
 - b. Present and develop an organized, cohesive, and *thesis-driven* argument;
 - c. Use carefully defined terms;
 - d. Use other critics, theorists, and/or historical sources effectively;
 - e. Demonstrate each points with evidence from the text;
 - f. Use tone, diction, and delivery appropriate to the academic audience.
2. The presentation should take 15-20 minutes, and this time limit will be observed strictly. If your presentation fails to adhere to these time guidelines, you will be penalized, for faculty will be able to assess only that which you present within your time frame.
3. Multimedia presentations (PowerPoint, Prezi, etc.) may be incorporated, but are not required.
4. Handouts may be prepared and distributed during the presentation, but are not required.

Conference-length presentation: Preparation Guidelines

- A. Be prepared to revise.** The paper as originally written may not be substantial enough for a conference presentation. With the guidance of the capstone director, students should be prepared to undertake considerable research and revision. The degree of revision necessary will vary from student to student and will depend entirely on the quality and substance of the original paper.
- B. Remember your audience.**
1. Your audience is the academic community. Keep in mind that we will likely be familiar with the texts and concepts you use, but may not have revisited them in some time.
 2. Please remember that there is a marked difference between writing to be heard rather than to be read. You should be certain to include a memorable introduction and conclusion, explicit structure and signpost language, straightforward syntax and concrete diction, appropriate repetition, pauses when necessary, and a well-prepared text.
 3. A word or two about signpost language: during no time are these “markers” more important than during a talk. Readers have the luxury of re-reading an idea that went by too quickly; listeners have no such opportunity. You absolutely must clue your listeners in, repeatedly, as to where you going and how what you’re doing relates to what they have already heard. To riff on Kurt Vonnegut, pity the listeners: they have a hard job. Don’t make them work too hard to follow you. If you do, you may lose them, or, perhaps even worse, you may let them draw conclusions that you don’t want them to draw.
 4. You should be careful not to reduce your presentation to a recitation of jargon. If, for example, you would like to discuss the utilitarian resolution role within Carlyle’s writings or perhaps the process of reinscribing postmodernity within epistemological ramifications of the Other or maybe the de/gendered-Baudrillardian discourse of granulated subjectivity, you had best be prepared to explain exactly what you mean by that.
- C. Plan on time limits from the beginning.** Most people can read a double-spaced page of text in 2.5 minutes, giving most of us between 6-8 double-spaced pages to work with in a 15-20 minute presentation. Your reading time may be a bit slower or faster, so time yourself to see.
- D. Define your purpose and thesis.** Remember that your goal is not merely to describe what you found, but also to explain and define: convince us that your readings and interpretations are correct.

- E. **Make connections.** Don't forget to use various types of supporting material in your talk, i.e. connections between materials that illustrate their arguments, examples, brief quotations.
- F. **Practice, practice, practice.** Do not plan to "wing it." Time yourself again and again and again. Consider that you may be nervous, so you may speak faster or slower than normal. You should time your presentation numerous times and in different settings (by yourself, in front of a friend, standing up in front of a room).

Strategies for a Successful Presentation

A. Alter your reading copy.

1. After you have polished your manuscript completely, consider enlarging the font size of your reading text to 14 or 15 pt.
2. You might also consider making the bottom margin of the page 2" or 2.5", thus eliminating the "bobble-head" effect or the "disappearing speaker behind the paper" effect that occur when people try to read 12 pt. font on the bottom of a page.
3. Write instructions to yourself (i.e., *pause* or *make eye contact*) or use boldfaced fonts to remind yourself to emphasize certain words.
4. If you make these changes, be sure to practice with this altered reading copy.

B. Pay careful attention to the structure of your talk.

1. Create an introduction that sparks interest. Please don't just start your talk with "Hi, my name is Sue and today I am going to tell you about imperialism in Joseph Conrad's *Heart of Darkness*." Get our attention and keep it.
2. Preview what you will be talking about, use smooth transitions from one point to the next, and create a conclusion that will help the audience remember the message.

C. Consider your delivery method.

1. If you are a skilled extemporaneous speaker, consider using an outline style and bullet points in your notes rather than complete sentences. An outline allows you to glance down easily and keep your place while avoiding the temptation to read.
2. If you prefer to have the full text in front of you, make sure you have rehearsed your talk frequently so that you are not staring at the paper.

D. Watch your delivery.

1. Make eye contact with your audience.
2. Maintain a conversational tone. After all, that's exactly what you are doing – having a conversation with several of your colleagues to explain something useful and pertinent to them.
3. Project enthusiasm through your voice and don't speak in a monotone.

4. Speak clearly (avoid “um,” “ah,” “like,” and “you know” like the plague).
 5. Don’t rush. Give your audience time to assimilate your ideas. If you start speaking too fast, take a breath at the end of each sentence to slow yourself down until you are back in control.
 6. Use appropriate gestures. Avoid rocking back and forth from foot to foot, pounding the podium, glancing at your watch, etc.
 7. Stand on both feet. By all means use the podium if it makes you more comfortable, but don’t drape your body over it. If you get nervous when you speak, and your nerves make you wiggle and dance, concentrate on keeping both feet planted firmly on the floor, shoulder-width apart. Don’t lock your knees.
- E. To repeat: practice, practice, practice.** Prepare your content, notes, and delivery carefully. Practice repeatedly.
- F. Calm those public speaking nerves.**
1. Remember, you are the expert; we want to hear what you have to say, and we want you to succeed.
 2. Your fellow classmates out in the audience are not critiquing you to see if you have the oratory skills of Cicero. Neither are your professors.
 3. Double-check your number of handouts to be sure you have enough. Enlist a friend ahead of time to distribute handouts for you while you get yourself together at the podium. You might consider waiting until after the presentation is complete before handing out information if it is not necessary to follow along. Sometimes handouts can be distracting.
 4. During the Q&A, if people ask questions that you can’t answer fully, give us as much information as you can without apologizing. If you truly don’t know the answer, say “I don’t know.” We’ll respect you for being honest, and we’ll move on.
 5. Once again: Prepare your presentation so thoroughly that you will have little to worry about on the day of your talk.

Portfolio: Requirements

- A. Portfolio materials must be submitted to the capstone mentor as a PDF file for uploading to the EPML WTClass page. This page is accessible only by faculty.
- B. Portfolio items should appear in the following order:
 - 1. A one-page opening statement (single-spaced, 12 pt. font 1" margins) from the student that provides a rationale for choosing this particular paper for the capstone, a summary of the revision that describes how the argument grew and developed, and an overview of the portfolio contents.
 - 2. The revised paper.
 - 3. The original paper as written for the 3000- or 4000-level class.
 - 4. Copies of drafts that show revision process.
- C. The portfolio must be submitted by the date specified in Appendix C.

Portfolio: Preparation

- A. The portfolio is designed to capture and showcase not only product, i.e. the original paper and the new conference paper, but also process, i.e. how you as an individual writer work through the stages of revision. As writers, we learn much from careful evaluation of our process as well as our products.
- B. Before you begin revising, decide on a strategy for saving your revisions: different file names, hard copies of pen and paper revisions/notes, etc. Whatever strategy you decide on, be diligent about recording your progress throughout.
- C. Work carefully with your capstone director. Keep the lines of communication open. If you are struggling with revisions, don't know which direction to go, cannot find the research materials you'd hoped for—whatever—make an appointment to go see your director and talk over the problem with him/her, sooner rather than later. We've all been there, and we can help.
- D. The student should set and adhere to a strict revision schedule. This schedule should be developed in consultation with his/her capstone director.

Portfolio: Submission

Your entire portfolio—original paper, revisions, final conference paper—should be converted to one PDF file and given to your capstone director for uploading to the EPML WTClass site. English faculty will review this electronic version of your work. If you have questions about conversion to PDF, please ask your capstone director.

Appendix A: English Faculty Contact Information

Full-Time English Faculty					
Title	First	Last	Email	Office	Area of Specialization
Dr.	Jeff	Doty	jdoty@wtamu.edu	319-M	Shakespeare; Early Modern Literature
Mr.	David	Horsley	dhorsley@wtamu.edu	325-E	Composition
Dr.	Alex	Hunt	ahunt@wtamu.edu	319-H	American and Western American Literature
Dr.	Martin	Jacobsen	mjacobsen@wtamu.edu	319-F	Linguistics
Dr.	Bonney	MacDonald	bmacdonald@wtamu.edu	324-A	American and Western American Literature
Dr.	Bonnie	Roos	broos@wtamu.edu	319-K	Postcolonialism; Modernism
Dr.	Steve	Severn	ssevern@wtamu.edu	319-E	Technical Writing; Writing Studies
Dr.	Monica	Hart	mhart@wtamu.edu	319-J	British Romanticism and Victorian Literature
Ms.	Theresa	Trela	ttrela@wtamu.edu	325-F	Composition; Drama
Dr.	Pat	Tyrer	ptyrer@wtamu.edu	319-G	American Literature; Creative Writing
Dr.	Nicole	Walls	nwalls@wtamu.edu	319-C	Rhetoric and Composition; Writing Studies

* Area Code 806- / Phone Prefix 651-

Appendix B: The PACE Program

The Panhandle Alternative Certification for Educators/ Master of Arts in

Teaching (PACE/MAT) program is a university-based teacher certification program for individuals who have previously earned a bachelor's degree and want to make a career transition into the teaching profession. The program, which ultimately culminates in Texas educator certification and an advanced degree, begins with an intensive summer of online, graduate course work after which an eligible candidate can be employed as a teacher in a Texas school district.

- Add value to your college degree with a teaching certificate
- Make a difference in the lives of young people by helping them succeed.
- Earn credit that may be applied to a master's degree through graduate coursework delivered online by full-time WTAMU faculty.

For more information, including application procedures and deadlines, please visit wtamu.edu/academics/pace.aspx.

Appendix C: Capstone Due Dates for 2011-2012

Reminder: Capstone projects can only be completed during the Fall and Spring semesters. No capstone projects can be completed during Summer or Intersession terms. Students planning on a Summer graduation should complete the capstone project during the previous Spring term. Successful completion of the capstone project is required in order to graduate.

Due Dates for Fall 2011 Graduation

Due Date	Requirements
Friday, September 16, 2011	First, select a paper written for a WTAMU 3000- or 4000-level English class. Second, make an appointment with the appropriate English faculty member to request direction of the capstone.
Monday, November 28, 2011	Project portfolio containing original paper, revisions, and the conference paper should be submitted to capstone director for uploading to EPML WTClass site.
Monday, December 5, 2011 at 4:00 p.m.	Presentation of conference-length paper at departmental convocation.

Due Dates for Spring OR Summer 2012 Graduation

Due Date	Requirements
Wednesday, February 1, 2012	First, select a paper written for a WTAMU 3000- or 4000-level English class. Second, make an appointment with the appropriate English faculty member to request direction of the capstone.
Monday, April 23, 2012	Project portfolio containing original paper, revisions, and the conference paper should be submitted to capstone director for uploading to EPML WTClass site.
Monday, April 30 at 4:00 p.m.	Presentation of conference-length paper at departmental convocation.