**Please review this document to find answers to the most common questions and concerns as we transition to the new “English and Creative Writing Major.”**

Q. I did not know that the departmental curriculum was changing. What inspired the changes?

A. Our rationale for the Revision represented here is to better support our students as they develop content, skills and perspectives that are relevant to their lives in the second quarter of the 21st century. We continue to provide majors with courses that explore traditional literary canons and writing practice across the conventional genres. But we have also incorporated course content that provides emphasis on 1) emerging/marginalized writers and 2) expansion of creativity through practice writing contemporary genres like instapoetry or writing for game, an emerging genre referred to as “ludic” writing, and 3) writing for a range of digital platforms/new media. A related feature of the revised curriculum is the inclusion of more training for “career-readiness.” All of the revisions are aligned with our research of “high impact practices.”

Q: How does the new major impact the department’s Mission and Program Learning Outcomes?

A: The revised English and Creative Writing Major has not created a significant change in terms of our departmental Mission and Program Learning Outcomes. Here is the most recent iteration of both our Mission and PLOs.

**Mission:**

Through the study of English and Creative Writing, students appreciate the art of literature and its relationship to the society it reflects. To prepare students for careers, courses foreground the development of reading, writing, speaking, creative development and critical thinking--tools necessary for lives of creativity, purpose, and professional development.

**Program Learning Goals:**

1. Analyze literature with aesthetic awareness and appreciation.
2. Produce original written works.
3. Apply theory and / or research in analysis of texts.
4. Analyze the contexts that illuminate literary traditions.

Q. As someone who enrolled as a major prior to 2022, do I have to start over with the new curriculum?

A. No. English majors will be offered the choice of completing either the legacy major (with a choice between tracks/concentrations) or the new major. Those who choose to complete the legacy major will work with their advisors to select courses that would fulfill the legacy curriculum checklist. For students who enrolled after 2019, we think the new major will be the best fit and students are encouraged to update to the new curriculum checklist.

Q How do I convert to the new major?

A. The transition to the new curriculum will be relatively simple. You will work with your advisor to plug the courses that you have taken (and those that you still need) into the checklist. We are happy to offer some exemptions for the departmental core on a case-by-case basis—especially if a student has less than 3 years to graduation.

Q. Is it possible to stay with the “legacy” major?

A. The decision about whether to maintain the “legacy” major or to transition to the new major is up to each student. If you would like to maintain “legacy” status, we will work with you to convert upcoming course offerings to courses to complete the original legacy checklist.In other words, the department will work with you to find the best way to apply your upper division coursework to the new requirements.

Q. What are the most significant changes for the newly revised major?

A.

1) One change is that we will no longer require students to select a single “track” or “concentration.” Instead, our Revision entails new nomenclature identifying a single major in “English *and* Creative Writing”; no longer will students need to declare a “concentration.” In other words, we plan to graduate majors who enter the job market as a **blend of the two tracks rather than an either/or**.

1. Beyond the update to the nomenclature, the Revision includes a reduction in the total credits required to earn the major: instead of requiring 40 total hours, the Revision allows majors to reach completion in the major after earning 36 credit hours.
2. In addition to these changes, we have also updated the Experiential Learning component for the major; rather than treat the Experiential Learning as a separate requirement outside of the curriculum, the Revision includes it is an embedded feature of ENG 395, one of the department’s core courses.
3. The legacy curriculum required students to move through various literary survey (or “period” courses) to graduate. The new curriculum emphasizes the study of literature across *themes rather than conventional time periods*. What does this mean for the student? It means that we will continue to feature canonical texts in our courses, but that we will also be more inclusive when it comes to the scope of writers that we may study. In addition, in a single course, a student may read texts that straddle vastly different time periods; instead of only reading 12th-16th Century literature in a period course, a student might enroll in ENG312: Alternative Voices and might focus on monsters across literature (i.e. students would study such texts as *Beowulf*, *Frankenstein*, *Dracula* and *World War Z*).
4. Finally, while our majors have always graduated with skills for the career market, the revised curriculum is even more intentional when it comes to getting students “career-ready.” For instance, students each of our departmental core courses emphasizes career exploration and/or writing for various professional pathways. Elective courses such as ENG304CW emphasize digital writing strategies as well as practice in brand-building so that students are able to communicate their unique strengths and attributes that they bring to their desired industry.

Q. Can you provide some information about the new courses, especially the 3 departmental core courses?

A. Yes. We have a document that you can access on our English home page called Course Descriptions. The document provides students with a description for each of the courses in the new curriculum. For more particular information about the specific focus of each course during a given semester, look for the “Course Blurbs” document that comes out in the weeks before student registration. The “Course Blurbs” document provides details about the an instructor will shape the course in terms of theme and content in a given semester.

Q. I’m already doing a double-major in a different field, but I love English. What does the English minor look like?

A. The English minor is a wonderful complement to any major(s). To earn the minor, a student needs to take any 6 English courses beyond the standard core courses. We have recently created an “Express English” minor that students can complete in a single calendar year: to complete the Express English minors, students enroll in up to three accelerated online courses in two consecutive semesters. (Note: If a student prefers traditional courses to online courses, he/she can also opt for traditional 16 week courses to earn the minor.)

Q. I have additional questions. Where can I get answers?

A. Our TMU English home page is a wonderful resource as it provides various links to document to help you with understanding the courses offered via the new curriculum, checklists for the major/minor, and videos to allow you to learn all about the nuances of the major. If, after perusing the English home page, you still have questions, feel free to reach out to your advisor.