

DEPARTMENT OF ENGLISH

UNDERGRADUATE STUDENT

HANDBOOK

REV. April 2021

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Introduction to the English Department

Dear Students,

Welcome to the English Program at Duquesne University. We are a community of teachers and scholars dedicated to helping you think, read, and write critically and creatively; to explore creative work in literature, theater, film, and the visual arts; to understand and appreciate diverse voices in our cultural conversations; and to communicate ethically and respectfully to a wide variety of audiences and in a wide variety of genres. We are committed to each and every one of you, as we make space for diverse perspectives and experiences, and cultivate inquiry guided by compassion and respect.

As a department, we value aesthetic appreciation and creation, critical inquiry, writing, communication, and the ethical and compassionate pursuit of these endeavors. Whether you want to publish a poetry chapbook, write critical essays on Renaissance literature, or communicate scientific ideas to non-scientific audiences, we have the knowledge and resources to help you succeed. Along the way, we hope that you will have the opportunity to explore and create multi-modal compositions, hear diverse voices, and imagine other worlds.

We will also help you succeed by listening to your career goals and building coursework and special opportunities tailored to your interests. As a member of the department, you will be assigned a [faculty mentor](#) who will meet with you every semester to discuss your coursework and your general sense of the program. We have also built and continue to expand the [internship program](#), which offers internships *exclusively* for Duquesne English students. And in 2020 we launched the [“Own Your Education”](#) initiative to ensure you have a voice in the courses offered each academic year. We invite you to be a stakeholder in your own education.

We are very excited to welcome you into our community. Should any questions arise, please don't hesitate to ask.

All Best – SBW

Sarah Breckenridge Wright
Director of Undergraduate Studies
Associate Professor of English

Statement on Inclusion

The Department of English is dedicated to unconditional inclusion through service to all. This dedication is in keeping with Duquesne's Spiritan commitment to ecumenism, as well as respectful, critical conversations that embrace human diversity and dignity. Through the study of language and literature and performance in its various forms, we aim to equip the next generation of leaders with an understanding of and appreciation for the rich complexity and diversity of the human experience in its creative, sacred and social manifestations. We encourage solidarity between people of all classes, gender identities, races, ethnicities, (dis)abilities/embodiments, sexual identities, ages/generations, religions, nationalities/citizenship status, and other vulnerable groups.

Faculty

Name	Title	Areas of Specialty	Email
Greg Barnhisel	Professor	Modernism, Rhetoric & Composition	barnhiselg@duq.edu
Faith Barrett	Associate Professor, Director of Women's and Gender Studies Program	19 th C. American Studies, 20 th C. American Poetry, Modern Lyric Poetry	barrettf@duq.edu
Laura Engel	Professor	Restoration & Eighteenth C Literature, Dramatic Literature, Feminist Theory	engell784@duq.edu
John Fried	Associate Professor, Faculty Advisor to :lexicon	Fiction/Creative Writing, Film Studies	friedj@duq.edu
Kathy Glass	Professor	African-American Literature, Women's Studies	glassk@duq.edu
Susan Howard	Associate Professor	The Novel, British Literature of the Long Eighteenth C.	howard@duq.edu
Linda Kinnahan	Professor	Twentieth C. American & British Poetry, Feminist Theory	kinnahan@duq.edu
Thomas Kinnahan	Associate Professor, Director of Graduate Studies	American Literature	kinnahant@duq.edu
Kristin Klucevsek	Teaching Associate Professor	Scientific Writing	klucevsekk@duq.edu
Anna Knutson	Assistant Professor, Director of First Year Writing	Rhetoric and Composition	knutsona@duq.edu
Stuart Kurland	Associate Professor	Literature of the English Renaissance, Shakespeare	kurland@duq.edu
John Lane	Associate Professor, Director of Theater Arts, Faculty Advisor to the Red Masquers	Theater	lanej@duq.edu
Jeff Martin	Teaching Assistant Professor	Creative Writing, Rhetoric & Composition	martin15@duq.edu
Rebecca Maatta	Teaching Assistant Professor	Health Care and Literature, Rhetoric & Composition	mayr1@duq.edu
Emad Mirmotahari	Associate Professor, Director of World Literature Minor	African Fiction, Fiction from the African Diaspora, World Literature, Postcolonial Literature	mirmotaharie@duq.edu
James Purdy	Associate Professor, Director of the University Writing Center	Rhetoric & Composition, Writing & Technology	purdyj@duq.edu
Erin Speese	Teaching Associate Professor	Feminist Theory, Diaspora, Rhetoric & Composition, 20 th C. British and American Literature	speesee@duq.edu
Danielle St. Hilaire	Associate Professor, Department Chair	British Renaissance Poetry, Milton	sthilared@duq.edu
Judy Suh	Associate Professor	British Modernism, Postcolonial Theory	suhj@duq.edu
Matthew Ussia	Teaching Associate Professor	Rhetoric & Composition, Visual/Audio Culture, Poetry/Creative Writing	ussiam@duq.edu
Sarah Breckenridge Wright	Associate Professor, Director of Undergraduate Studies, Internship Coordinator, Director of Medieval and Renaissance Studies Minor, Faculty Advisor to <i>L'Esprit du Duc</i>	Medieval Literature, Sustainability/Ecocriticism, History of the English Language	wrights3@duq.edu

Student Learning Objectives

Upon graduation, students in the Department of English and Theater Arts should be able to:

1. Critically and creatively analyze literary and rhetorical texts (defined broadly to include film, theater, etc.) in their historical, social, and cultural contexts.
2. Explain and analyze the importance of historically, socially, and culturally diverse voices.
3. Describe and analyze how literary texts and storytelling contribute to and enact social justice.
4. Deliver persuasive arguments to diverse audiences, orally and in writing, using genre- and discipline-appropriate language.
5. Find, evaluate, and engage disciplinary sources meaningfully and ethically.
6. Collaborate to generate, perform, and evaluate critical and creative work.

PROGRAMS

English Major, CORE:

The core of the English program is shared across the literature and writing concentration. We require that all of our students complete **36 credits** (reduced to 30 for double majors), including the following:

- ENGL 300W: Critical Issues in Literary Studies
- 3 Surveys, one early period (i.e., “1”), one British, one American (one class may satisfy two of these requirements). Students may select from the following:
 - ENGL 317: Survey of British Literature 1
 - ENGL 318: Survey of British Literature 2
 - ENGL 319: Survey of American Literature 1
 - ENGL 320: Survey of American Literature 2
 - ENGL 322: Survey of Global Literature

English Major, Literature Concentration:

The literature concentration is what most people think of when they imagine an English major. It foregrounds reading literary and visual texts across history and geography, while cultivating an awareness and appreciation of diverse voices. In addition to core requirements, students on the literature track must complete the following:

- 5 400-level classes that meet the following distribution requirements (one class may satisfy two of these requirements):
 - Pre-1700
 - 1700-1900
 - Post-1900
 - Diversity
- 3 elective classes*

*Double majors need only complete 1 elective class.

English Major, Writing Concentration:

The writing concentration approximates a major in creative writing. It is built around workshops in multiple genres, while also requiring that you engage literature as a platform on which to build your own writing. In addition to core requirements, students on the writing track must complete the following:

- 3 300- or 400-level writing classes in at least *two genres*
- 3 400-level classes (1 of which must be in literature, 1 of which must be in writing)*
- 2 elective classes**

*Double majors need only complete 2 400-level classes (1 of which must be in literature, 1 of which must be in writing)

** Double majors need only complete 1 elective class

Dual Degree ENGL-ED: B.S. English Education, B.A. English (Literature):

This program earns students *both a B.S. and a B.A.* (hence the “dual degree” designation). To complete this program, students must complete core requirements in the School of Education and the McAnulty College of Liberal Arts. In addition to English core requirements, students in the dual degree program must complete the following:

- English Major, Literature Concentration requirements (see above)
- 1 class in History and Structure of the English Language (HSEL)
- 1 class in Media/Film
- 1 class in Global Literature

Double Major ENGL-ED: B.S. English Education (Literature and Writing):

This program earns students a B.S. in the School of Education. Students do not complete the McAnulty College of Liberal Arts core requirements. In effect, this means that rather than taking a language, students take a Writing Concentration. In addition to English core requirements, students in the double major program must complete the following:

- English Major, Literature Concentration requirements (see above)
- English Major, Writing Concentration requirements (see above)
- 1 class in History and Structure of the English Language
- 1 class in Media/Film
- 1 class in Global Literature

FAQ: How do I free up electives so that classes like ENGL 101 count toward my program?

The final three requirements in both ENGL-ED programs are designated as “electives” on student program sheets (History and Structure of the English Language, Media/Film, and Global Literature). These electives can become “free” through a number of strategies. Among these, a student can take:

- ENGL 322: Survey of World Literature to fulfill the survey requirement *and* the Global Literature requirement (which frees up the “Global Literature” requirement as an elective)
- ENGL 446: History and Structure of the English Language to fulfill one of the 5 400-level distribution requirement (which frees up the “HSEL” requirement as an elective)
- Any 400-level film class to fulfill one of the 5 400-level distribution requirements (which frees up the “Media/Film” requirement as an elective)

FAQ: How do I chose between the dual-degree and double-major programs in ENGL-ED?

Many students’ decisions are driven by whether they want to take a language or not, but this alone should not be the determining factor. Are you thinking about potentially returning to get an MA in English at some point in your career? If so, you might consider the dual degree program, since you can then apply for an MA with a BA in English on your resume. Are you interested in tutoring and/or mentoring ESL students? If so, the CORE requirements in the McAnulty College

of Liberal Arts might serve you well. We invite you to speak with the Director of Undergraduate Studies in English about this decision, in addition to your advisor in the School of Education.

English Minor

The minor in English can be very much what you make of it, though it will be more based in literature than the Creative Writing Minor. Students must complete 15 credits with the following requirements:

- ENGL 300W: Critical Issues in Literary Study
- 1 400-level literature class
- 3 elective classes in ENGL* (1 of which can be at the 100 level)

*As of Spring 2020, UCOR/BRDG 102 may count as one of the 3 elective classes in the English minor.

Creative Writing Minor

The Creative Writing Minor is to the Writing Concentration what the English Minor is to the Literature Concentration. This minor requires that you take 15 credits of writing workshops *in at least two genres* (such as fiction, poetry, creative non-fiction, scientific writing, etc.).

- 2 300-level creative writing classes*
- 2 300/400-level creative writing classes
- 1 400-level creative writing class

* ENGL 101: Multi-Genre Creative Writing may be used instead of one of the 300-level courses. However, the course will not satisfy a genre requirement.

English majors with a literature concentration may declare a Creative Writing minor. However, *no more than one course may count for both the Creative Writing minor and the English literature major*. English majors with a writing concentration may not declare the Creative Writing minor.

Film Studies Minor

Students in the Film Studies minor will have the opportunity to critique and (if they choose) produce film. This minor requires that you take 15 credits with the following requirements:

- ENGL 200: Intro to Film
- 3 100/200/300-level elective classes
- 1 400-level elective class

6 credits can be taken outside of the English department, up to 3 of which can be transferred in from another institution (courses transferred in should be production based). The minor will also accept a 200- or 300-level course in lieu of a 400-level course if the student arranges to complete additional work with his/her professor (making the workload equivalent to a 400-level course).

English majors with either a literature concentration or a writing concentration may declare a minor in Film Studies.

Interdisciplinary Minors with which ENGL heavily overlaps

The ENGL major is a major contributor to many interdisciplinary programs in the College of Liberal Arts. Each semester the Course Description document will include a list of these minors and the courses that can be counted toward them. Note that no more than 6 credits may be counted toward both a major and minor. Related programs include:

- Medieval and Renaissance Studies (MARS)
- World Literature (WDLI)
- Women’s and Gender Studies (WGSG)

The English Department Capstone (ENGL 447)

More information will be forthcoming on Capstone opportunities in AY 22-23. For students graduating in Spring 2022, a soft rollout of the capstone experience will be offered as ENGL 447: Capstone. In this course, you will select one of three pathways:

Track	Vocational Alignment	Final Product
Directed Study	Graduate programs (MA/MFA/PhD)	Critical or creative work
Internship	Varied (depending on the internship)	Varied (depending on employer’s needs)
“Twice as High”	Communication, marketing, media, publishing, journalism	Department newsletters, alumni features, recruiting content
Student Teaching	Education	Student Teaching

All students in the capstone course, regardless of the pathway they choose, will complete the same academic work, which will include reflecting on the connections between the Bridges CLE and the English major, reflecting on yourself as a potential employee, and producing documents that will advertise your employability (a LinkedIn profile, an e-portfolio, etc.). This work fulfills the BRDG capstone requirement

Double-Counting Credits

We encourage students to double major, minor, and in general diversify their undergraduate course work, and we have taken steps to make this possible for our students. There are rules that apply across the College with regards to double-counting credits, though. These rules follow:

- Up to **9 credits** may be shared between an interdisciplinary major* and another major or minor
- Up to **6 credits** may be shared between two majors
- Up to **6 credits** may be shared between a major (interdisciplinary or not) and a minor)
- Up to **3 credits** may be shared between two minors

*an interdisciplinary major is one in which required courses straddle multiple departmental offerings: for example, Women’s & Gender Studies

Undergraduate Mentorship and Registration

All declared English majors are assigned a faculty mentor who will help track your progress to degree and offer support and guidance along the way. Every semester before registration you

will meet with your faculty mentor (this will happen *before* you meet with your College advisor). To prepare for this meeting, you should take a careful look at the Course Description document circulated by the Director of Undergraduate Studies. This document includes:

- A list of department initiatives
- Course descriptions for all ENGL/THEA classes, including a preliminary announcement of internship opportunities
- A separation of classes into levels and concentrations (for example, a separate section is dedicated to “Writing Classes,” all of which count toward the Writing Concentration)
- A table indicating how classes count toward (1) ENGL distribution requirements, (2) ENGL-ED requirements, (3) BRIDGES CLE requirements
- A list of classes that count toward INTD minors

You should attend your mentoring meeting ready to discuss the following:

- What classes you plan to take the following semester
- What classes you would like to see the department offer in the future
- How our curricular and extra-curricular programming might help you meet your academic or post-graduate goals
- Questions about the major, your career pathways, etc.

During the meeting your faculty mentor will take notes on your progress to degree on our internal program sheets. They will then fill out an electronic form that is automatically sent to you and your College Advisor that lists the English courses you intend to take in the coming semester. This communication assures your College Advisors that, from the English department’s perspective, you are on the right track.

Though these meetings may seem redundant of the meetings you have with your College advisor, they are far from it. Your College Advisor is equipped to advise you on how the ENGL major fits with your other course work (BRIDGES, College Core, etc.), but no one knows the English program better than its faculty, and we are *responsive to your needs and desires*. The mentorship program ensures that your goals as an undergraduate at Duquesne can be met.

Accelerated MA Program

The Accelerated MA Program offers students an opportunity to earn an MA in only five years (including two summers). In this program, students are advised to take two graduate-level courses in the last year of their BA, earning 6 credits toward the Master’s degree. For more information, please contact the Director of Graduate Studies.

Special Opportunities

ENGL 446: Internships

Internship opportunities are embedded into the capstone experience for ENGL majors, but we also offer internships outside of the capstone. This affords you the opportunity to explore more than one potential career pathway (ENGL 446 may be repeated for credit). The English department has established partnerships across the University and throughout the City of Pittsburgh to develop internship opportunities *exclusively for Duquesne English students*. These partnerships include the following:

- [ACH Clear Pathways](#) Community Writing Center
- ACH Clear Pathways After-School Arts Program
- [Alliance for Refugee Youth Support and Education](#) (ARYSE)
- [The D.U.Quark](#), a scientific communications journal
- [The Gumberg Library](#)
- The English Department (in social media and marketing/communication)

As a student in ENGL 446, you will complete both (1) vocational work, and (2) academic work. Your vocational work will consist of 2 hours/credit on-site with your employer each week (i.e., a 3-credit internship requires 6 hours on-site per week). Your academic work will consist of business and professional writing in a variety of genres and a final project of your design. Most students design posters for presentation in the Undergraduate Research and Scholarship Symposium (see “Undergraduate Research” below) or write final reports on their internship work.

English 446 counts toward the Writing Concentration as a 400-level writing course in the “Business and Professional Writing” genre, and toward the Literature Concentration as a 400-level distribution class. It may also count as an elective in either concentration.

Undergraduate Research

We strongly encourage our students to display their work at the [Undergraduate Research and Scholarship Symposium](#) (URSS), held annually in March or April. In almost *all* of our 400-level classes (and many of our 300-level classes) students are writing and researching their own creative theses about texts. The resulting papers constitute undergraduate research, and can easily be presented in poster format (the primary format for the URSS). In most cases the department can cover the cost of poster printing. To explore this option, contact the Director of Undergraduate Studies.

We also encourage students to seek opportunities to present their work at academic conferences. Funding for these endeavors can be secured through the O’Donnell Scholarship, or through discussion with the Director of Undergraduate Studies and Chair. Many students have presented their work at the Sigma Tau Delta International Convention and elsewhere.

Study Abroad

We also strongly encourage our students to study abroad and explore their identities as global citizens. This can happen in three ways: (1) a semester abroad, (2) a Maymester, (3) a Spring Breakaway.

1. Semester Abroad: Duquesne has campuses in [Rome](#) and [Dublin](#). English faculty are often in the rotation to teach on-site in Rome, and many literature classes transfer in from University College Dublin to satisfy major requirements. To determine what classes will transfer and what requirements they will satisfy, you should arrange a meeting with the Director of Undergraduate Studies.
2. The English department regularly offers [Maymesters](#), which bring students to a destination for 3-4 weeks for up to 6 credits towards the major. Recent Maymesters have taken students to Ireland and England.
3. We also regularly offer [Spring Breakaway](#) courses. These courses are offered in the Spring semester and include a week-long trip during the spring break to a destination

related to course content. Recent Spring Breakaways have taken students to England, Rome, and Canada.

Scholarships and Awards

All Scholarship contests are run in the **spring semester only**. Applications are generally due the second week of May. To be eligible, students must be matriculating in the fall semester following their application.

Francis J. Chivers Scholarship

This scholarship is awarded to the best interpretative essay of five to ten pages. The essay must have been submitted in an English course at Duquesne and have been graded and commented on by the Instructor. To be eligible, students must be English majors and must be enrolled at Duquesne for at least one semester after submitting their application.

Carroll Creative Writing Scholarship

This scholarship is awarded to the best creative piece of five to ten pages. To be eligible, students must be enrolled at Duquesne for at least one semester after submitting their application. Winners will be asked to present their work at the Coffee House Creative Reading Series in the fall semester of their award.

O'Donnell Undergraduate Research Award

This award will support a defined research project conducted by an undergraduate English major at Duquesne. To be eligible, students must be English majors and must be enrolled at Duquesne for at least one semester after submitting their application. The funds must be used in a way that directly facilitates and advances a research project defined by the student. Items/activities that will be considered for support include: pursuit of an independent course of study, travel to archives/libraries, tuition and/or travel costs for a specialized course outside of Duquesne, and accommodation costs associated with research travel. Work in service of the O'Donnell award must be completed in the summer months.

Multiple O'Donnell awards may be given, and each awardee will be asked to present at the O'Donnell Undergraduate Research Symposium in the Fall semester. This is generally held from 3-4 PM on a Friday.

Senior Awards

Each spring semester the Department of English and Theater arts selects graduating seniors for the following awards:

- Excellence in English
- Excellence in Theater Arts
- Excellence in Fiction Writing
- Excellence in Poetry Writing
- Excellence in Playwriting
- Excellence in Service
- Excellence in Writing Center Consulting

Seniors who graduated the winter preceding a May matriculation are also eligible. Nominations are made internally by faculty and nominees will be asked to provide a resume and 5-page writing sample for committee review. Winners will join the faculty for a luncheon, which is usually held on Reading Day, preceding Spring final exams.

Special Initiatives and Professional Development

Own Your Education

Each year you are invited to vote on a theme that you want to drive departmental programming, including classes, visiting speakers, etc. Early in the fall semester, Sigma Tau Delta will ask for theme suggestions. These will then be narrowed down to a select few that you will vote on in October/November. The winning theme will be instituted the following academic year. This initiative ensures that you have a sense of ownership over your education, and that we are being responsive to your needs. We also hope that you will pursue opportunities to make connections across classes and present theme-related research projects at outlets like the URSS.

Visiting Writers and Scholars Series

Each year the department hosts at least one and usually two visiting speakers. These speakers' presentations will often be integrated into relevant courses, but even if you aren't required to attend, we *strongly encourage* you to do so. The presentations help develop a sense of community in the department and afford us all an opportunity to learn something new from an expert in the field.

Coffee House Creative Reading Series

The Coffee House Reading Series is a monthly reading of creative writing at the Genesis Theater. Organized and sponsored by Duquesne University's English Department, the series aims to develop the creative writing and arts community on Duquesne's campus by inviting established writers to present their work alongside the work of students and other emerging writers.

Student Organizations

Sigma Tau Delta

A member of the Association of College Honor Societies, Sigma Tau Delta was founded in 1924 at Dakota Wesleyan University. All English majors are eligible to get involved. We currently offer Full and Associate Membership:

- The minimum requirements for Full Membership are 1) three semesters of college coursework, 2) two English classes above the 100 level, and 3) a B average in general coursework. Full Membership is considered competitively, and meeting the minimum requirements does not guarantee acceptance.
- Associate Membership is meant for members who do not meet the minimum requirements, but are looking to get involved. They can attend chapter meetings, events, and win chapter awards. They also are automatically accepted as Full Members upon eligibility, without the competition of reapplying for Full Membership.

More information can be found by visiting the [Sigma Tau Delta website](#).

The Red Masquers

The Duquesne University Red Masquers is proud to lay claim to being the oldest amateur theatre company in the city of Pittsburgh. Known as the Red Masquers since 1914, the group traces its roots back to the late 1800s when Duquesne first started to offer an education in dramatics. Since its founding, the company has given literally hundreds of performances in several venues and has weathered dramatic changes in its structure, the university, and the city of Pittsburgh.

The company provides an opportunity for students to learn about and participate in theater regardless of their major or background. Majors represented include business, pharmacy, communications, English and more. Membership is open to any student in good academic standing. No previous theatrical experience is required. Interested students should contact Prof. John Lane (lanej@duq.edu).

:Lexicon

Duquesne University's journal of arts and literature, *:Lexicon*, is produce biannually by a team of student editors. In publishing the poetry, prose, drama, music, and visual art of Duquesne faculty, students, and alumni, *:Lexicon* promotes the arts and showcases the vibrant spirit and talent of the extended Duquesne community. Release parties are held at the end of each semester and copies are distributed around campus. Back-issues are available for reading at Gumberg Library. Interested students should contact Prof. John Fried (friedj@duq.edu).

L'Esprit du Duc

The Duquesne University yearbook, *L'Esprit du Duc*, is produced yearly by a team of student editors. The yearbook is always looking for volunteers to work with the editors as they photograph campus events, create page layouts using Jostens, and write/edit text. Volunteers may also have the opportunity to apprentice with an editor and then seek a compensated position the following year. Interested students should contact Dr. Sarah Wright (wrights3@duq.edu).

Department of English Concentration in Literature

To major in English a student must earn at least 36 credits beyond the University Core requirements, UCOR/BRDG 101 and 102

Name: _____

Email: _____

Other Majors/Minors: _____

Advisor: _____

Expected Graduation Date: _____

Declared on DORI?: Yes No (if you have not yet declared, please do so ASAP)

English Core Courses (12 credits)

ENGL 300W: Critical Issues

Course name

Course #

Semester

And three survey of literature courses:

(English majors will be required to take at least one American and one British Survey, one of which must be from the early period, as well as a third survey course of the student's choosing.)

Course name

Course #

Semester

Course name

Course #

Semester

Course name

Course #

Semester

*(required **only** for double majors with Philosophy where English is the 1st Major)*

ENGL 434W: Literary Theory

Course name

Course #

Semester

Concentration in *Literary Studies*

15 credit hours at the 400-level that fulfill the following distribution requirements:

- One course focused on texts written **pre-1700**
- One course focused on texts written between **1700-1900**
- One course focused on texts written **post-1900**
- One course focused on **diversity**: writers who are neither British nor American, or who are from historically marginalized/minority communities

Note: courses may fulfill more than one distribution requirement. For instance, a course on 18th century women writers would fulfill both the 1700-1900 historical requirement and diversity requirements.

For each 400-level course, put a check mark in the appropriate box for any distribution requirements the course fulfills. Each requirement column should have at least one check mark by the time the student has completed all 5 required 400-level courses.

Course Name (e.g., Intro to ENGL)	Course # (e.g., ENGL100)	Semester (e.g., FA20)	Pre-1700	1700-1900	Post-1900	Diversity

Electives (9 credits) – no more than **two** at the 100 level*
(only 3 credits required if student is a double major and English is the second major)

Course name

Course #

Semester

Course name

Course #

Semester

Course name

Course #

Semester

***UCOR/BRDG 101 & 102 may not count as electives**

Department of English Concentration in Writing

To major in English a student must earn at least 36 credits beyond the University Core requirements, UCOR/BRDG 101 and 102

Name: _____

Email: _____

Other Majors/Minors: _____

Advisor: _____

Expected Graduation Date: _____

//Declared on DORI?: Yes No (if you have not yet declared, please do so ASAP)

English Core Courses (12 credits)

ENGL 300W: Critical Issues

Course name

Course #

Semester

And three survey of literature courses:

(English majors will be required to take at least one American and one British Survey, one of which must be from the early period, as well as a third survey course of the student's choosing.)

Course name

Course #

Semester

Course name

Course #

Semester

Course name

Course #

Semester

*(required **only** for double majors with Philosophy where English is the 1st Major)*

ENGL 434W: Literary Theory

Course name

Course #

Semester

Concentration in Writing Studies - 18 credits, including:

9 credit hours of 300/400-level Writing courses in at least **two different** Genres

_____	_____	_____
Course name	Course #	Semester
_____	_____	_____
Course name	Course #	Semester
_____	_____	_____
Course name	Course #	Semester

3 credit hours of a 400-level Writing Course

_____	_____	_____
Course name	Course #	Semester

6 credit hours of a 400-level course (one of which must be literature; the other can be literature or writing) [*only 3 credits required in literature if student is a double major and English is the second major*]

_____	_____	_____
Course name	Course #	Semester
_____	_____	_____
Course name	Course #	Semester

Electives (6 credits)- may include 100-level courses*
(only 3 credits required if student is a double major and English is the second major)

_____	_____	_____
Course name	Course #	Semester
_____	_____	_____
Course name	Course #	Semester

***UCOR/BRDG 101 & 102 may not count as electives**

Department of English English-Education Majors

DUAL DEGREE (B.S. Secondary English Education, B.A. English)

The Dual Degree program is a **36 credit** program. English-Education majors earn a degree in the School of Education (Secondary English Education) and in the McAnulty College of Liberal Arts (English). They complete a concentration in *Literary Studies only*.

Name: _____

Email: _____

Other Majors/Minors: _____

Advisor: _____

Expected Graduation Date: _____

Declared on DORI?: Yes No (if you have not yet declared, please do so ASAP)

English Core Courses (12 credits)

ENGL 300W: Critical Issues

Course name

 Course #

 Semester

And three survey of literature courses:

(English majors will be required to take at least one American and one British Survey, one of which must be from the early period, as well as a third survey course of the student's choosing.)

 Course name

 Course #

 Semester

 Course name

 Course #

 Semester

 Course name

 Course #

 Semester

NOTE: "Survey of British Literature I" is strongly recommended for English-Education majors.

Literary Studies Concentration Distribution Requirements (15 Credits)

15 credit hours at the 400-level that fulfill the following distribution requirements:

- One course focused on texts written **pre-1700**
- One course focused on texts written between **1700-1900**
- One course focused on texts written **post-1900**
- One course focused on **diversity**: writers who are neither British nor American, or who are from historically marginalized/minority communities

Note: courses may fulfill more than one distribution requirement. For instance, a course on 18th century women writers would fulfill both the 1700-1900 historical requirement and diversity requirements.

For each 400-level course, put a check mark in the appropriate box for any distribution requirements the course fulfills. Each requirement column should have at least one check mark by the time the student has completed all 5 required 400-level courses.

Course Name (e.g., Shakespeare and Ethics)	Course # (e.g., ENGL 412)	Semester (e.g., FA15)	Pre- 1700	1700- 1900	Post- 1900	Diversity	HSEL OR Media/Film OR World Lit?*

*for every class that meets one of these School of Education requirements, an elective will be opened up

English Electives (9 Credits)*

No more than two may be taken at the 100 level

1. History and Structure of the English Language (or Free English Elective if already met w/ 400-level distribution requirement in Literary Studies):

_____	_____	_____
Course name	Course #	Semester

2. World Literature (or Free English Elective if already met w/ ENGL 322 Global Literature Survey or 400-level distribution requirement in Literary Studies):

_____	_____	_____
Course name	Course #	Semester

3. Media or Film Course (or Free English Elective if already met w/ 400-level distribution requirement in Literary Studies):

_____	_____	_____
Course name	Course #	Semester

*We *strongly encourage* students to take steps to free up an elective, as they are required by the School of Education to take ENGL 101 (Multi-genre Creative Writing). If they do not free up space for ENGL 101 as an elective (by taking ENGL 322, or by including HSEL or a World Literature or Media/Film class in their 400-level courses), they will have to take 39 credits in ENGL instead of 36.

Department of English English-Education Majors

DOUBLE MAJOR (B.S. Secondary English Education: Literary Studies and Writing)

The B.S. in Secondary English-Education is a **51 credit** program. English-Education majors earn a degree in the School of Education (Secondary English Education). They complete concentrations in **both *Literary Studies* and *Writing***.

Name: _____

Email: _____

Other Majors/Minors: _____

Advisor: _____

Expected Graduation Date: _____

Declared on DORI?: Yes No (if you have not yet declared, please do so ASAP)

English Core Courses (12 credits)

ENGL 300W: Critical Issues

Course name

 Course #

 Semester

And three survey of literature courses:

(English majors will be required to take at least one American and one British Survey, one of which must be from the early period, as well as a third survey course of the student's choosing.)

 Course name

 Course #

 Semester

 Course name

 Course #

 Semester

 Course name

 Course #

 Semester

NOTE: "Survey of British Literature I" is strongly recommended for English-Education majors.

Literary Studies Concentration Distribution Requirements (15 Credits)

15 credit hours at the 400-level that fulfill the following distribution requirements:

- One course focused on texts written **pre-1700**
- One course focused on texts written between **1700-1900**
- One course focused on texts written **post-1900**
- One course focused on **diversity**: writers who are neither British nor American, or who are from historically marginalized/minority communities

Note: courses may fulfill more than one distribution requirement. For instance, a course on 18th century women writers would fulfill both the 1700-1900 historical requirement and diversity requirements.

For each 400-level course, put a check mark in the appropriate box for any distribution requirements the course fulfills. Each requirement column should have at least one check mark by the time the student has completed all 5 required 400-level courses.

Course Name (e.g., Shakespeare and Ethics)	Course # (e.g., ENGL 412)	Semester (e.g., FA15)	Pre-1700	1700-1900	Post-1900	Diversity	HSEL OR Media/Film OR World Lit?*

*for every class that meets one of these School of Education requirements, an elective will be opened up

Writing Concentration Distribution Requirements (15 credits)

15 credit hours of 300/400-level writing courses in at least two different Genres (at least one course must be at the 400 level)

	Course #	Semester
_____	_____	_____
Course name		
_____	_____	_____
Course name		
_____	_____	_____
Course name		
_____	_____	_____
Course name		
_____	_____	_____
Course name		

English Electives (9 Credits)*
No more than two may be taken at the 100 level

1. History and Structure of the English Language (or Free English Elective if already met w/ 400-level distribution requirement in Literary Studies):

_____	_____	_____
Course name	Course #	Semester

2. World Literature (or Free English Elective if already met w/ ENGL 322 Global Literature Survey or 400-level distribution requirement in Literary Studies):

_____	_____	_____
Course name	Course #	Semester

3. Media or Film Course (or Free English Elective if already met w/ 400-level distribution requirement in Literary Studies):

_____	_____	_____
Course name	Course #	Semester

*We *strongly encourage* students to take steps to free up an elective, as they are required by the School of Education to take ENGL 101 (Multi-genre Creative Writing). If they do not free up space for ENGL 101 as an elective (by taking ENGL 322, or by including HSEL, or a World Literature or Media/Film class in their 400-level courses), they will have to take 54 credits in ENGL instead of 51.

Department of English: English Minor (15 credits)

Name: _____

Email: _____

Major(s): _____

Advisor: _____

Expected Graduation Date: _____

Declared on DORI?: Yes No (if you have not yet declared, please do so ASAP)

To minor in ENGL a student must earn at least 15 credits. UCOR/BRDG 102 may be counted toward the minor.

3 credits ENGL 300: Critical Issues in Literary Studies

ENGL 300: Critical Issues in Literary Studies

Course name

Course #

Semester

9 credits of ENGL electives (one of which can be at the 100-level)*

Course name

Course #

Semester

Course name

Course #

Semester

Course name

Course #

Semester

3 credits of ENGL electives at the 400-level

Course name

Course #

Semester

*UCOR/BRDG 102: Imaginative Literature may be substituted for an ENGL elective

Department of English: Creative Writing Minor (15 credits)

The Creative Writing Minor is a 15 credit program. Students must take creative writing courses in *at least two genres*.

Name: _____

Email: _____

Major(s): _____

Expected Graduation Date: _____

Declared on DORI?: Yes No (if you have not yet declared, please do so ASAP)

6 credits of 300-level creative writing courses

ENGL 101 Multi-Genre Creative Writing may be used instead of one of these courses (it *cannot* satisfy a genre requirement)

Course name	Course #	Semester
-------------	----------	----------

Course name	Course #	Semester
-------------	----------	----------

6 credits of 300/400-level creative writing courses

Course name	Course #	Semester
-------------	----------	----------

Course name	Course #	Semester
-------------	----------	----------

3 credits of 400-level creative writing courses

Course name	Course #	Semester
-------------	----------	----------

*English majors with a literature concentration may declare a Creative Writing minor, but *no more than one course* may count for both the Creative Writing minor and the English literature major.

**English majors with a writing concentration may *not* declare a Creative Writing minor

***Certain courses (genre writing workshops) will always count toward the minor. Any additional courses that may count toward the minor (e.g., Life Writing, Screenwriting, etc.) will require approval by the Director of Undergraduate Studies and the English Department Chair

Department of English: Film Studies Minor (15 credits)

Name: _____

Email: _____

Major(s): _____

Advisor: _____

Expected Graduation Date: _____

Declared on DORI?: Yes No (if you have not yet declared, please do so ASAP)

 To minor in Film Studies a student must earn at least 15 credits beyond the University core requirements, UCOR/BRDG 101 and 102:

3 credits ENGL 205: Intro to Film

ENGL 205: Intro to Film

Course name

 Course #

 Semester

9 credits of film electives (100, 200, or 300-level)

 Course name

 Course #

 Semester

 Course name

 Course #

 Semester

 Course name

 Course #

 Semester

3 credits of film electives at the 400-level+*

 Course name

 Course #

 Semester

+ 6 credits can be taken outside of the English department, up to 3 of which can be transferred in from another institution (courses transferred in should be production based)

*The minor will also accept a 200- or 300-level course in lieu of a 400-level course if the student arranges to complete additional work with his/her professor (making the workload equivalent to a 400-level course).

Department of English: ENGL 446 Internship Learning Contract

Student: _____ Student DU#: _____

Complete Address _____
During Internship
(city, state, zip): _____

Email: _____ Phone # _____

Major: _____ Cumulative GPA _____ as of _____

SPONSORING ORGANIZATION (please attach business card if available)

Organization Name: _____

Complete Address _____
(city, state, zip): _____

Supervisor's Name: _____ Title: _____

Email: _____ Phone # _____

Intern's Work Schedule (brief summary/hours):

Intern's Work Hours per Week: _____ Period of Internship: From ___/___ to ___/___

Compensation:

\$ _____ Hourly Wage \$ _____ Total Stipend _____ Volunteer _____ Other: _____

Do you agree to provide the student intern with a professional learning experience?

INTERNSHIP APPROVAL: *I have read the attached description of the internship's objectives, expectations, and assignments, and hereby affirm my agreement to its terms*

Student's signature Date

Internship coordinator Date

Worksite Supervisor's signature Date

Academic Advisor Date

COURSE GOALS: The internship should enhance the student's academic program as well as provide the opportunity to explore vocational options. Therefore, the internship must have both academic and vocational learning outcomes, which the student determines in consultation with the internship coordinator

Academic Learning Objectives: In addition to establishing your own learning objectives, please also take the time to **personalize the attached rubrics to your internship (Integrative Learning and Foundations and Skills for Lifelong Learning)**. Learning Objectives established by the instructor of ENGL 446 will be found on the course syllabus.

Vocational Learning Objectives:

The Learning will be demonstrated in the following manner, as agreed upon by the faculty sponsor in consultation with the student:

Scheduled meetings between student and faculty

Blogs: <https://applyingtheenglishmajor.wordpress.com/>

Resume

Cover Letter

Midterm Report

Final Report/Final Project

Number of credits: _____

(2 hours vocational work required per 1 credit)

Grading (please circle): Letter grade Passing/Not Passing

COMMITMENTS

1. The **Sponsoring Organization** agrees to:

- Provide responsible work for the intern, so that s/he has an opportunity to develop his/her skills relative to the objectives of the internship
- Provide suitable workspace for the intern
- Provide the amount of supervision necessary to make the experience beneficial
- Complete and submit midterm and final evaluations of the student's work to the English department's MAP Internship Coordinator (Director of Undergraduate Studies)

2. The **Student** agrees to:

- Work a minimum of 2 hours/week for each credit earned
- Conform to the standards of dress and deportment determined by the Sponsoring Organization, and represent the College and Duquesne University in a professional manner
- Report in detail the work done, the progress made, and any problems encountered, as well as insights on the value of the internship assignment
- Meet with the internship coordinator as agreed
- Earn up to 3 credits, as determined by the student and academic advisor, and as a result of successful completion of the internship

3. The **Internship Coordinator** agrees to:

- Assist the student in establishing appropriate academic learning and vocational objectives
- Establish and maintain communication with the immediate worksite supervisor
- Meet with the intern as agreed and discuss the progress of the internship
- Review and provide feedback on the student's written work
- Determine the intern's final grade, in consultation with the worksite supervisor & his/her written evaluations

SUPERVISOR'S MID-TERM EVALUATION OF STUDENT INTERN

Please complete and return this evaluation to the Internship Coordinator (Director of Undergraduate Studies) no later than the 2nd Friday of October (FA) or 2nd Friday of March (SP)

Student's Name: _____ Supervisor's Name: _____

Internship Site: _____

1. Please evaluate the student's performance and skill using the rubrics provided. Circle the appropriate description of a student's performance, or write N/A if you are unable to assess a given criterion. Please feel free to comment on your assessments in the margins/on the back of these rubrics.

2. How many hours as the student worked to date? _____

3. What have been the student's major strengths in this internship?

4. How is the student able to utilize and demonstrate those strengths, talents or skill sets?

5. In what areas should the student improve in order to function more effectively throughout the rest of the internship period?

6. Do you have comments on any additional qualities or evaluative criteria regarding the student's performance up to this point in his/her internship?

Do you have any comments/suggestions for us to improve upon our internship program and make it more receptive to employers' needs?

May this evaluation be shared with your intern? (please circle) YES NO

Signature of Evaluating Supervisor

Date

SUPERVISOR'S FINAL EVALUATION OF STUDENT INTERN

Please complete and return this evaluation to the Internship Coordinator (Director of Undergraduate Studies) no later than the 1st Friday of December (FA) or 1st Friday of May (SP)

Student's Name: _____ Supervisor's Name: _____

Internship Site: _____

1. Please evaluate the student's performance and skill using the rubrics provided. Circle the appropriate description of a student's performance, or write N/A if you are unable to assess a given criterion. Please feel free to comment on your assessments in the margins/on the back of these rubrics.

2. How many hours as the student worked? _____

3. What have been the student's major strengths in this internship?

4. In what areas should the student improve in order to function more effectively throughout the rest of the internship period?

5. Do you have comments on any additional qualities or evaluative criteria regarding the student's performance up to this point in his/her internship?

Do you have any comments/suggestions for us to improve upon our internship program and make it more receptive to employers' needs?

Are you interested in continuing an internship program with Duquesne University's English Department? (please circle) YES NO

If no, please explain:

May this evaluation be shared with your intern? (please circle) YES NO

Signature of Evaluating Supervisor

Date

ENGL 445: Directed Study Contract

Student's Name: _____

Semester: _____ Credit hours: _____

Instructor: _____

The form below should be completed by the faculty member in coordination with the student enrolling in ENGL 445. In lieu of answering the questions below, you are welcome to attach a syllabus to this contract form

Provide a brief description of the nature and scope of the course:

List the required readings:

List the required written assignments and their due dates:

Indicate how the student will be evaluated:

Provide any additional remarks regarding expectations for the course:

Student's signature/date

Instructor's signature/date

Note to instructor: the DUS will have to input the grade for ENGL 445. Please contact this individual when grades are due

Director of Undergraduate Study's signature/date

Chair's signature/date

APPLICATION FOR FRANCES J. CHIVERS SCHOLARSHIP
Duquesne University Department of English

Eligibility: English Majors

(You must be matriculating in the academic year following your application)*

Name: _____

Duquesne ID #: D00_____

(Permanent) Address:

(Permanent) Phone Number: _____ Email: _____

Major and School or College: _____

Credit hours expected at end of current semester: _____

Signature

Date

Attach this application as a cover sheet to an original interpretative essay of five to ten pages, with appropriate documentation. The essay must have been submitted in an English course at Duquesne, and be graded/commented on by the instructor.

Essay should be typed, double-spaced, and follow Modern Language Association guidelines. **The author's name should appear only on this cover sheet.** Please make sure to remove your name from all headers/footers.

Submit complete application to:

Chivers Scholarship -- Essay Competition
Duquesne University
Department of English
637 College Hall
Pittsburgh, PA 15282

OR Ms. Shawntaye Sledge at sledges@duq.edu

Application Deadline: DUE 4PM on the second Friday in May

APPLICATION FOR CARROLL CREATIVE WRITING SCHOLARSHIP
Duquesne University Department of English

Eligibility: All Duquesne students

(You must be matriculating in the academic year following your application)*

Name: _____

Duquesne ID #: D00 _____

(Permanent) Address:

(Permanent) Phone Number: _____ Email: _____

Major and School or College: _____

Credit hours expected at end of semester: _____

Signature

Date

Attach this application as a cover sheet to five to ten pages of original creative writing (prose fiction, poetry and/or drama).

Manuscript should be typed, double-spaced, in standard form. The **author's name should appear only on this cover sheet**. Please make sure to remove your name from all headers/footers.

Submit complete application to:

Chivers Scholarship -- Essay Competition
Duquesne University
Department of English
637 College Hall
Pittsburgh, PA 15282

OR Ms. Shawntaye Sledge at sledges@duq.edu

Application Deadline: DUE 4PM on the second Friday in May

O'DONNELL UNDERGRADUATE RESEARCH AWARD

Applications due 2nd Friday in May

The goals of the O'Donnell Undergraduate Research Award are 1) to aid students in developing sustained, high quality research projects in English, and 2) to further develop a research culture among English majors.

This award will support up to \$3000 in stipend or travel funds for a defined research project conducted over the summer by an undergraduate English major at Duquesne. (The amount and number of awards will depend on the number of applications and amount of funding requested, e.g., three \$100 awards, two \$1500 awards, or one \$3000.) To be eligible, a student must be an English major in good standing (a 3.0 average or above in the major) and be enrolled at Duquesne for at least a semester after receiving the award. The project must be completed by midterm of the Fall semester following the grant award. In addition, students will be required to present their work in a public forum organized by the Department of English during the academic year after their research is completed.

Following are some possible items/activities that will be considered for support (this list is not exhaustive):

- Major extension and revision of a research paper or creative writing project begun in an English course at Duquesne
- Costs associated with research travel to archives, library, or a creative writing/literary studies conference
- Accommodation, travel costs, and/or fees for a workshop outside of Duquesne related to literary research

Applications must include the following:

For Literature or Film concentrations:

1. A graded copy of an A or A- research paper written in a 300- or 400-level literature or film course, to be revised and extended. (Even if this is an end-of-semester assignment, your professor would be happy to return it to you promptly with comments and a grade; you just need to ask)
2. Project proposal (1-2 pages) that includes
 - a. A DESCRIPTION OF ORIGINAL PROJECT. In 1-2 paragraphs, describe your thesis and subject.
 - b. RESEARCH GOALS. In 1-2 paragraphs, describe the new research areas and/or materials that you hope to explore and incorporate, as well as the specific changes you hope to make.
 - c. RESEARCH PLAN. In 1-2 paragraphs, describe how you plan to find these materials and areas, as well as the primary questions you hope to answer.
3. If applicable, an itemized budget proposal (see example below).
4. Cover sheet with original instructor's and student's signatures (see attached).

For Writing concentrations:

1. A graded copy of an A or A- creative writing project written in a 300- or 400-level writing course, to be revised and extended. (Even if this is an end-of-semester assignment, your professor would be happy to return it to you promptly with comments and a grade; you just need to ask)
2. Project proposal (1-2 pages) that includes

- a. A DESCRIPTION OF ORIGINAL PROJECT. In 1-2 paragraphs, write a synopsis.
 - b. RESEARCH GOALS. In 1-2 paragraphs, explain how you would develop, expand, or revise the original work.
 - c. RESEARCH PLAN. In 1-2 paragraphs, describe the activities you hope to engage in order to perform these changes (e.g. workshop, course, scholarly research, interviews, or other) and how these activities will enable you to achieve your writing goals.
3. If applicable, an itemized budget proposal (see example below).
 4. Cover sheet with original instructor's and student's signatures (see attached).

EXAMPLES OF AN ITEMIZED BUDGET PROPOSAL

Include a budget only if you need to travel or registration funds. Thoroughly research travel costs for airfare and accommodation for the best deals possible. Cost and fees should be accurate and up-to-date. All receipts will eventually need to be submitted.

If you would like to conduct your research without traveling, request a stipend and dollar amount on the cover sheet instead (\$1000, \$1500, or \$3000).

Example 1 (Literature or Film concentration)

Current exchange rate, British Pound Sterling £1 = \$1.53

R/T airfare, Pittsburgh to London	\$752
R/T Coachfare, London to Cambridge	£24 = \$36
7 nights accommodation, London Backpackers Hostel, Ealing @ £30 per night	£210 = \$321
6 nights accommodation, Cambridge Budget Haven @ £24 per night	£144 = \$220
7-day Central London transportation	£49 = \$74
Fees, Shakespeare symposium at Cambridge University, May 20-25	\$500
Fees, Renaissance conference at University of London, May 30-June 6	\$1000
Total	\$2903

Example 2 (Writing concentration)

Registration costs, Bread Loaf Writers Conference, Aug 10-20, includes room And board	\$2,620
R/T airfare, Pittsburgh to Middlebury, VT	\$150
Total	\$2,770

O'DONNELL UNDERGRADUATE RESEARCH AWARD COVER SHEET

Dear Selections Committee:

I have read and graded the work indicated below, which is included in this application.

I believe that this work is worthy of and has the potential to benefit from the opportunities that the O'Donnell Research Award supports. Moreover, this student is fully capable of performing the activities that they have outlined in the project proposal. I agree to meet or correspond with the student at least three times, at the student's initiative: 1) to guide research activities initially, 2) to check progress in the middle of the project, and to 3) evaluate the final work.

Signed,

(Faculty signature)

Dear selections Committee:

If selected, I will begin my research this summer for the O'Donnell Research Award on _____(date). By _____ (date), I will have reached the midpoint of my research, meaning I will have reached a substantial point in my research goals, to be defined in accordance with my instructor. By _____ (date, latest by FA midterm), I will have completed all research and written a substantial new draft of my project.

I understand that I will present an overview of my project in a 20-minute presentation to be delivered to the English department during the following academic year, and that I am responsible for setting up meetings or initiating correspondence according to the dates above.

Signed,

(Student signature)

To be filled out by student (check one and fill in amount)

Name and student ID #D00 _____

Email address and phone number: _____

Expected graduation date: _____

Mailing address: _____

Title of research paper or creative writing project: _____

Original Course number, title, and semester: _____

I am requesting travel funds in the amount of \$ _____ total. A budget proposal is attached.

I am requesting a (non-traveling) stipend in the amount of \$ _____ total.

**** PLEASE SUBMIT ALL MATERIALS TO MS. SHAWNTAYE SLEDGE AT sledges@duq.edu BY 4 PM ON THE SECOND FRIDAY IN MAY.****