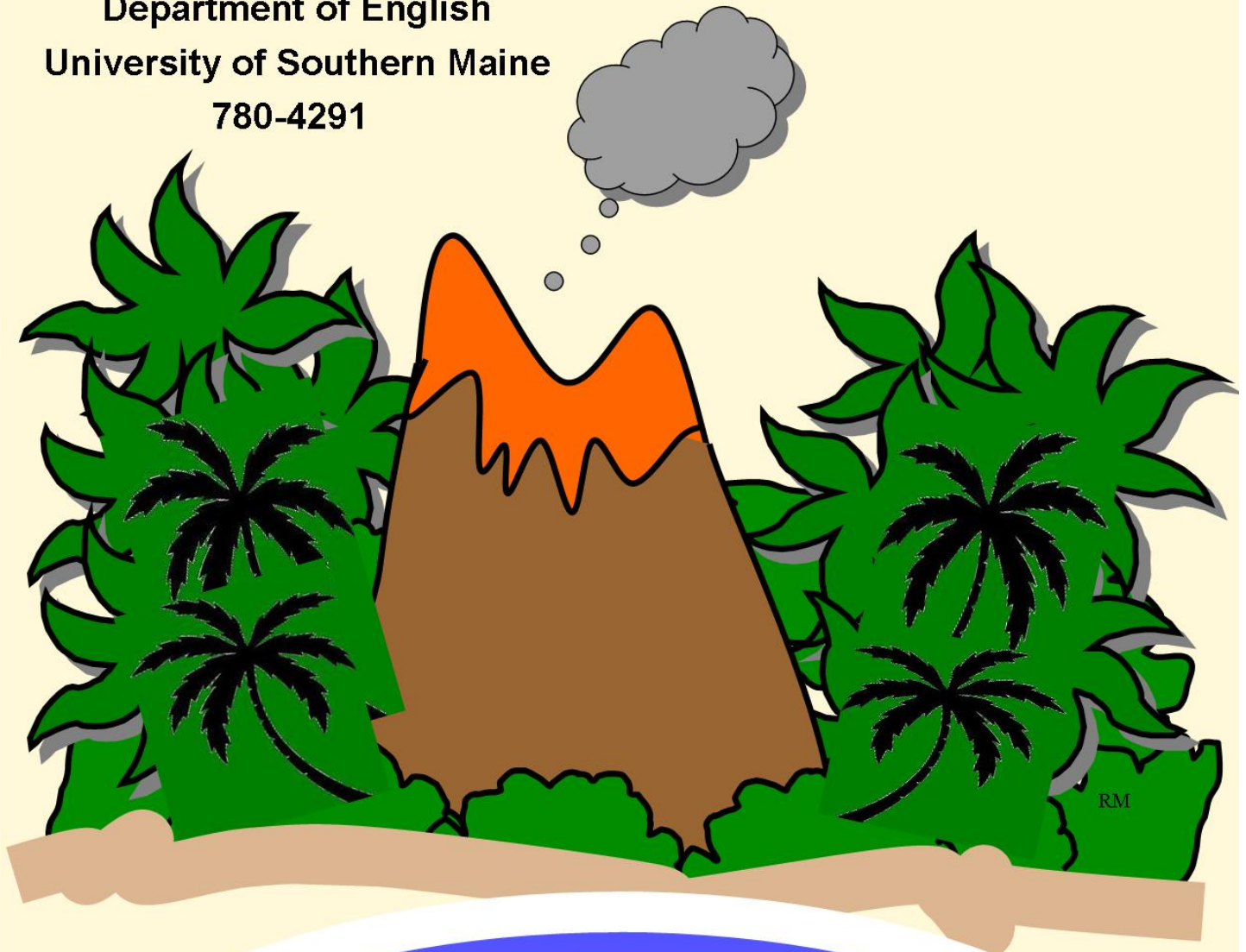


Department of English  
University of Southern Maine  
780-4291



# THE ENGLISH MAJOR SURVIVAL GUIDE

2008-2009



SOS

<http://www.usm.maine.edu/eng>

This Guide is a collection of information and advice that you may find useful as an English major. It's intended to be a reference on various issues that may concern you as you pursue your course of study. Keep the guide handy and refer to it when you need to.

## Table of Contents:

Mission Statement.....	2
Please Visit Us Online.....	2
Core Curriculum.....	3-4
English Major Requirements.....	5-7
Using the Course Guide to Plan Your English Major.....	7
Making the Most of Your Major.....	8
Freshman and Transfer Student Guide.....	9-11
Classroom Expectations.....	12
Advising FAQs.....	13-14
Preregistration.....	13-14
Peer Advising.....	15
Time Management.....	16-18
Stress Management.....	19-20
Graduation.....	21
Important Numbers.....	22
Faculty List.....	23

## **Mission Statement**

The USM English major is designed to lead students toward a sensitive understanding of English, American, and other literature written by men and women of the past and present who have memorably expressed their personal visions and the ideas of their times. It is structured to provide insights into critical and theoretical problems encountered by all who wish to view literature from diverse perspectives. The major also provides students with the opportunity to participate in the creative process, developing their talents through courses and workshops in fiction writing, poetry, and drama. An English major must fulfill English Major requirements (48 credits) and the Core Curriculum requirements to graduate with a BA degree. Other electives must be taken to complete the additional credits needed to meet the minimum of 120 required for graduation.

## **Please Visit Us Online**

Our website serves as a resource, for USM and other communities, serving visitors looking for information about the Department of English.

The site is organized by and links to the following sections: *About the Department, Faculty Directory, Staff Directory, Faculty Home Pages, Faculty Publications, Advising, Independent Study, College Writing, English Minor, Creative Writing Minor, Employment & Career Info, Awards & Scholarships, Ceci N'est Pas Une Newsletter, English Studies Association, Words & Images, Helpful Links, Listservs, Information for Students Considering Graduate or Professional Study, English Department Homepages Worldwide, Conferences, Events Free & Open to the Public, Graduate Certificate in Theory, Literature, & Culture, Stonecoast Writer's Conference, Stonecoast Low-Residency MFA in Creative Writing.*

Distributed in print prior to each semester is the department's Course Guide, which, along with older issues, is available, online. The site also hosts guidelines for applying to Independent Study, Internship, Creative Writing and English Minor programs. An important resource especially for seniors is our Career Tips for English Majors, which contains information on how to prepare for graduate study, law school, teaching k-12, and journalism and professional writing. Anyone considering graduate study in Creative Writing can link from our home page to the Stonecoast low-residency MFA's site.

From time to time notices and/or reminders will be highlighted on our main page under the main image and above the menu.

It is important for everyone to remember that our site is in a constant state of construction. We're always thinking of new ways to improve our site and keep it interesting. All of our active links are underlined.

Please visit us online at <http://www.usm.maine.edu/eng>.

**Core Curriculum Progress Worksheet**

**COLLEGE OF ARTS & SCIENCES**

**CORE CURRICULUM REQUIREMENTS**

**Minimum Proficiency Requirements**

Writing proficiency (Area A) -- prerequisite for Area C \_\_\_\_\_

Mathematics Proficiency (Area B) -- prerequisite for Area D \_\_\_\_\_

**Basic Competence**

These requirements should be completed in a student's first year, but must be completed before a student completes 60 credits.

English Composition (Area C) \_\_\_\_\_

Quantitative Decision Making (Area D) \_\_\_\_\_

Skills of Analysis/Philosophy (Area E) \_\_\_\_\_

Writing Intensive (W) \_\_\_\_\_

**Methods of Inquiry/Ways of Knowing**

Performance Centered Fine Art (*Area F - different department from G*) \_\_\_\_\_

History Centered Fine Art (*Area G - different department from F*) \_\_\_\_\_

Literature (*Area H - different prefix from I*) \_\_\_\_\_

Other Times/Other Cultures (*Area I - different prefix from H*) \_\_\_\_\_

Social Sciences (*Area J - different department from other J*) \_\_\_\_\_

Natural Science - Lecture (*Area K*) \_\_\_\_\_

Natural Science - Lab (*Area K -- must correspond to K lecture*) \_\_\_\_\_

This page lists the requirements for course areas "A" through "K" which must be fulfilled to complete the Core Curriculum. Faculty advisors, as well as those in the CAS Dean's office, will explain how this form can help you keep track of your progress through Core.

English majors may fulfill EITHER their "Performance Centered Arts" (Area F) OR "Literature" (Area H) requirement within the English Department. However, the second requirement MUST be fulfilled outside of the English Department. If you have questions about this, ask an advisor.

Waiver of the COR-prefixed Interdisciplinary requirement of the Core Curriculum, i.e., a COR course, is in effect for all undergraduate degree candidates (as of Spring 2003), as long as they maintain their matriculation status. This waiver of the Interdisciplinary requirement will also apply to those undergraduate degree students admitted to and who begin their degree studies during the 2003-2004 academic year.

**Note:** Students are responsible for knowing University policies regarding the Core, USM residency, and GPA requirements for graduation. The University catalog states,

- "There can be no more than one overlap between the courses a student takes to fulfill the core curriculum requirements and the courses that count toward the student's major. "Overlap" is defined in terms of each course's three-letter prefix (e.g., ENG, SOC, WST); that is, a student may take only one course toward the Core that has the prefix of the student's major. (The overlapping Core course may itself also count toward the major or it may just share a prefix with the major.)"
- "For all baccalaureate degrees at the University, a minimum of 30 credit hours including at least 9 hours in the major field, must be completed while registered in the school or college from which the degree is sought (15 credit hours for associate degree programs). A student may earn no more than six of these credit hours at another campus of the University of Maine System. Unless special permission is granted by the dean of the school or college concerned to pursue work elsewhere, the work of the senior or final year must be completed at this University." **The College of Arts and Sciences considers the last 30 credits as a student's senior or final year.**
- "In addition to the minimum requirements of 120 credits for a baccalaureate degree and 60 credits for an associate degree, a candidate must (a) receive passing grades in courses required by the University, the school or college, and the major department; (b) accumulate the number of credit hours required by the school or college in which the student is registered; (c) achieve an accumulative average of not less than 2.00; (d) meet the requirements of the major department; (e) complete an Application for Degree form with the Office of the Registrar at the beginning of the semester of graduation. **Responsibility for successfully completing the requirements of the program resides with the student.**"

A further note about core courses: although some people may tell you to "get Core out of the way," it makes more sense to work on Core courses (beyond the "Basic Competencies" one) throughout your years at USM. Try not to spend your junior and senior years in English courses exclusively. Continue to take courses outside of the Department that will give you perspective on the work you are doing within it.

As you near the end of your junior year, be sure to ask the College of Arts and Sciences Dean's Office (228 Deering Ave., Portland) to furnish you with an up-to-date evaluation of your Core program. Identify any deficiencies while there is time to make them up without delaying graduation.

## ENGLISH MAJOR REQUIREMENTS FORM

Name \_\_\_\_\_ ID# \_\_\_\_\_

Address \_\_\_\_\_ Telephone: (H) \_\_\_\_\_

(W) \_\_\_\_\_

Date of Matriculation at USM: \_\_\_\_\_

**MAJOR REQUIREMENTS.** 48 credit hours total. All courses must be passed with at least a C- grade and 6 credit hours or more with B's. No more than 15 credit hours at the 200 level may be counted toward the major.

**Prerequisites**

ENG 100C or 101C or waiver (*no credit toward major*) Grade \_\_\_\_\_  
 ENG 120H or waiver (*no credit toward major*) Grade \_\_\_\_\_

**I. Introduction for Majors (3 credits) must be completed before Senior year:**

ENG 245 Introduction to Literary Studies Grade \_\_\_\_\_  
 Note: ENG 245 is a prerequisite for all 300- and 400-level literature courses.

**II. At least one 300- or 400-level Criticism and Theory course (3 credits)** Course \_\_\_\_\_ Grade \_\_\_\_\_

**III. At least one 200-, 300- or 400-level course from each of the following categories (12 credits):**

Language	Course _____	Grade _____
Genres and Forms	Course _____	Grade _____
Writing (excluding ENG 201)	Course _____	Grade _____
Interdisciplinary and Cultural Studies	Course _____	Grade _____

**IV. At least one 300-level course from 4 of 6 periods/areas of literature (12 credits):**

Ancient and Biblical	Course _____	Grade _____
Medieval	Course _____	Grade _____
Renaissance	Course _____	Grade _____
Eighteenth Century	Course _____	Grade _____
Nineteenth Century	Course _____	Grade _____
Since 1900	Course _____	Grade _____

**V. Senior Seminar (3 credits)**

Note: Seminars may also fulfill requirements under categories II, III, and IV (but they still count as only 3 credits toward the major requirements).

**VI. Electives (as needed for 48 credit hrs in major):**

200-level and above; up to 6 credits of approved other-department courses.

Course _____	Grade _____	Course _____	Grade _____
Course _____	Grade _____	Course _____	Grade _____
Course _____	Grade _____	Course _____	Grade _____

Students should note that they may take only one course from their major department to fulfill Core Requirements. For example, English majors may not fulfill both the "H" and "F" requirements with English 120H and English 201F or both "F" and "E" requirements with English 201F and English 244E. (The "W" Core requirement stands outside of this rule. ENG 245 fulfills the "W" requirement as of Summer 2005.)

## **Using The English Major Requirements Form**

The form lists the categories where courses are needed to fulfill the major requirements, with respective credits, and includes an "Electives" category for the courses needed to complete the 48-credit major requirement. The English Major Requirements Form is designed to help you see where you are at any moment in your progress through the Department's program. The best way to use it is to sit down with an advisor and go through it together, but a few bits of information may help you use it to advantage yourself.

- 1)** The most important things to notice is that the names of "categories" and "periods/areas of literature" correspond to the names of groups in University catalogs. Thus, "Classical/Biblical Backgrounds" on the form corresponds to "Classical and Biblical Backgrounds" in the English course listings of the catalog.
- 2)** Basic courses such as "College Writing" (ENG 100C) and "Introduction to Literature" (ENG 120H) do NOT count toward the 48 credits needed at USM for an English major, although they count for graduation credit and may satisfy Core requirements.
- 3)** All students-- traditional, non-traditional, and transfer-- who begin their English majors in the fall of 1994 or later, MUST complete ENG 245 Introduction to Literary Studies before enrolling in literature courses at the 300 or 400 level. Other 200 level literature courses may be taken concurrently with ENG 245 (300-level writing courses do not have ENG 245 as a prerequisite).
- 4)** Try to take the Criticism, Linguistics, and Language courses in the middle of your program of English study; don't leave these courses, which strengthen analytical skills, until last.
- 5)** The Language Requirement may be fulfilled by courses within the English Department, by designated Linguistics courses, and by courses in a foreign language beyond the third-semester college level. If there is any chance that you might attend graduate school, plan to study a foreign language in college. Most PhD granting programs and many MA granting programs will require you to demonstrate proficiency in a foreign language either as part of your application or as a requirement for graduation. Expect to demonstrate language proficiency by taking a test or a graduate level language course; beginning language courses are not part of a graduate program curriculum.
- 6)** Many students take Genre and Form courses simultaneously with ENG 245; they help to build your skills in close reading and writing about literature.
- 7)** The Writing Requirement for English is not the same as the University's "W" requirement. The Writing Requirement can be fulfilled creative writing courses aside from ENG 201F, or with academic writing courses offered by the English Department.
- 8)** The Interdisciplinary and Cultural Studies requirement can be fulfilled at the 200 level with ENG 244, or at the 300-level with a range of courses that fulfill that category requirement.
- 9)** You must take courses in four of the six historical periods listed. Do historical "backgrounds" courses-- classical and/or biblical-- EARLY in your major. Such courses will help you develop contexts for understanding later literature.
- 10)** Though some upper-level English courses fill two slots (for example, a course could fill both the Senior Seminar and the Renaissance requirements), they do NOT give you double credit toward the needed total of 48 credits.

**11)** Note that 6 credits of “other –department” electives may be applied to the major. This policy allows students to enhance their program of study by taking courses not offered in the English Department. For example, courses in a foreign literature, cinema, a major writer or theorist, a classical language or literature could count towards the English major. This policy is NOT designed to fill up the 48 credit hours needed for the major with courses that are not directly related to the study of literature, language, or critical theory. Students should seek approval from the English Department Advisor for other -departmental courses prior to taking them.

**\*\*TRANSFER STUDENTS:** After you transferred into USM, you received, from the Office of Transfer Affairs, a form listing what courses from earlier school or schools were given transfer credit and what specific course correspondences were noticed. Courses given USM course numbers can go into periods of literature or other slots, but **CHECK WITH THE ADVISING COORDINATOR** about such courses, so that there are no surprises later about what counts for the major.

## **Using the Course Guide to Plan Your English Major**

Before every preregistration period, the English Department publishes a Course Guide for the upcoming semester. The guide, describing courses more fully than the USM catalog, often lists texts and the kinds of papers and examinations. New and experimental courses are also described there, as well as what specific major requirement(s) each course fulfills.

As an English major, you are required to take, for example, a course that will fill the "Criticism and Theory" slot: ANY course listed in the catalog under that heading will satisfy that requirement (except those suggested as English electives). From time to time, a professor may revise a course -- like "Earlier Women Writers" and "Modern Poetry"-- and its category will change. The latest Course Guide will tell you what categories such courses belong to. Also, from time to time, a special course or seminar may be suitable to fill one of these, or other, requirements. See the Course Guide to learn about these courses.

## **Making the Most of Your Major**

**Pay Attention to Scheduling:** Be aware that courses in certain required areas are not offered in all day/time/semester configurations. Consult your advisor and fit such courses into your schedule well before you near graduation and discover you need them. Plan to balance your course load. Try not to spend your junior and senior years in English courses exclusively. Continue to take courses outside of the Department that will give you perspective on the work you are doing within it. You can do this by spreading out your Core courses, or by working on a minor outside the English Department.

**Study a Foreign Language:** Study a foreign language. Studying a foreign language is an important part of any liberal arts education. In addition, graduate schools will demand that you demonstrate reading knowledge of at least one and often two foreign languages to complete an advanced degree. Some schools require that you provide evidence of your foreign language skills as a criterion of *acceptance* to their programs. If you have even faint notions about going on to graduate school, inform yourself of the need for Foreign Language study and begin that study soon.

**Get to Know Faculty:** Build relationships with faculty members. Knowing faculty will make you feel a part of the English Department and the University. Faculty are also a good source of information about work-study, internship and research opportunities. Eventually, you may need to ask for letters of recommendation, and it's important that faculty know you. Also, take courses from a variety of professors with different outlooks and emphases. Get as many perspectives on English study as you can.

**Choose a Minor:** Find opportunities to take courses in Art, Music, Theater, History, Philosophy, Women's Studies, and other areas that interest you. Though not required for the English major, all give valuable perspectives on literary study. You may want to minor in one of these fields. A minor can round out your education and allow you to explore an area of interest you may have outside of English.

**Consider Independent Study:** Independent Study provides for in-depth, individual projects under the guidance of a faculty member. It allows you to focus on an area of study that is not covered by course offerings. Independent Study can also be a good opportunity to produce a paper that you can use as a writing sample, which is required for many graduate programs.

**Consider Study Abroad:** Study abroad provides opportunities for personal growth and getting to know another culture and way of life. This is a valuable commodity in today's global society. Having had an overseas study experience shows that you're motivated, inquisitive, and willing to try new things—all very appealing qualities in an employee, and to graduate programs.

**Keep an Eye on Your GPA:** Use all of your study skills to maintain a good GPA! You may think that it's okay to blow off one of those Core courses, but getting a bad grade in any course can have a negative impact on your overall GPA. Employers and graduate programs look at GPA's when making decisions about hiring, acceptance, and scholarships and financial aid. You can graduate with honors in English by maintaining a B+ average in your major courses.

**Develop Good Reading Habits:** Cultivate the habit of reading widely in books, magazines, and newspapers.

# Academic Survival Guide for Freshman and Transfer Students

## What is College Freshman Shock?

Moving to college and adjusting to college life can be an overwhelming experience. As a new college student, your study workload will be heavier and tougher than high school ever was. It will require more time, more organization and a greater commitment on your part than ever. Your personal relationships have to be built all over again since everybody around you is new. You may also be surprised to find yourself occasionally having to make moral decisions you've never faced before. Consider the consequences of your actions in advance, what you've been taught, and how it might look on your record someday. However confident you might be, there are going to be moments of doubt and frustration and even loneliness.

## What is Transfer Shock?

As a transfer student, you might think you know all about college-level courses. However, it is not uncommon for students transferring from one kind of educational experience to another to find the transition to be more difficult than they thought it would be. Students who transfer may discover that classes are larger, that scholarly expectations differ from one school to another, and that academic policies differ widely from one institution to another. While many transfer students adapt quickly, others may feel lonely, unsure, under-prepared and overwhelmed. If you are feeling this way, you are not alone. You are suffering from what is commonly referred to as “transfer shock,” and because of it, many transfer students do not do as well academically in their first or second semesters at a new institution as they did at their previous schools.

## TIPS for beating the Shock:

**1) Let your academic advisor help you select courses and review your requirements.** If you have declared a major in English, you will be assigned to the Advising Coordinator for your first year at USM. You should plan to meet with an advisor once classes have started so that you can review your overall program and make plans toward the completion of your degree.

**2) Balance your course load.** If you lost a few credits when transferring, do not try to make up for them by over-enrolling your first semester. Wait until you know what USM courses are like. Your first semester, you may want to take introductory courses toward your core curriculum, or balance upper-level courses in your intended major with lower-level, introductory and core courses. A fulltime course load is 12 credits. Some students take 15. However, if you register for 15 or 16 credits your first semester and begin to feel overwhelmed, you can drop a course mid-semester while remaining a fulltime student. If possible, see your advisor before you drop a course. You will also need to pay attention to deadlines. Note that there is a deadline for dropping a course without a “W” (end of the first week) and a deadline for withdrawing WITH a “W” (mid-semester). The “W” does not affect your GPA or overall academic record.

*A word about working:* Students with financial burdens should keep in mind that registering for a full time course load while working much more than 20 hours a week at a job may prove excessively counter-productive. Failing courses and repeating them is ultimately VERY costly because you may need to re-take the course(s)—and you may end up on academic probation or on the dismissal list. Just because you were able to work full time and go to school successfully in the past does not mean you can do so at USM. Contact Financial Aid for information about student loans.

**3) Utilize ALL of your academic skills:** Attend every class; leave extra time for class and exam preparation and for researching, writing and REVISING your papers before you submit them. Faculty expect students to be independent and self-motivated, to follow the syllabus without reminders, to review handouts and course notes

independently, and to complete every homework and reading assignment on time, even if the specific material is not under discussion. USM professors also expect students to think critically about the material on their own: that means thinking of questions as you read or prepare for class, breaking down the material into smaller units of analysis, and grasping the concepts related to assignments. Your instructors will expect you to contribute actively to discussions, and participation may factor in the grade. Therefore, you need to prepare thoroughly before each class and review notes from previous classes. The extra review time before and/or after each class will render exam preparation far more productive and rewarding. In addition, if you need to meet with the instructor during the semester, you will be thankful for the extra hours of preparation—especially if you need to address concerns about an assignment or request accommodation of some sort (e.g., missing a class due to illness or a family event). Instructors are much more sympathetic to students who are well prepared and knowledgeable about the course material than to students who have missed classes or appear to be behind with the assignments.

**4) Develop and utilize good time management skills.** Use an academic planner. Review the syllabus for each class CAREFULLY for information about grading policies and due dates. Mark down all due dates in your planner. Review the section of the handbook on time management, and do a personal time survey. At minimum, expect to spend approx. 2-3 hours per credit PER WEEK in studying (that means on average 20-30 hours/week—or as long as it takes to complete your work and prepare for class!).

**5) Seek out assistance.** Visit the Learning Center for assistance if you are at all doubtful about your study skills or if you are feeling overwhelmed. Bring assignment directions or drafts of essays, and writing tutors will help you at any point in the writing process, from brainstorming to final editing. You do the work. The tutor's role is to help you become a better student. If you want a qualified student to look at your work and talk it over, a tutor is a very helpful sounding board. The Portland Learning Center hours are Monday to Friday, 8 A.M. - 4:30 P.M. Appointments are encouraged. Please call 780-4288. For other forms of support, contact your academic advisor.

**6) Interact with faculty when possible.** USM faculty members are interested in their students and willing to help. However, you must take the initiative in seeking contact with faculty. You should also follow a few simple rules. 1) Respect office hours as stated on the syllabus. 2) Behave respectfully both in class and out. 3) If and when emailing your instructor, use good email etiquette: do not write breezy, chatty, very lengthy, or poorly punctuated emails. Do not WRITE ALL IN CAPS or in funny colors. Ask for an appointment if you have a lot of questions since it is difficult to respond in writing to very detailed concerns. Finally, sign your full name to every email and remind the instructor of which class you are in if it isn't obvious from the email. 4) Go prepared to class AND office hours. If the instructor recognizes you from class because you sit toward the front and raise your hand and participate, he/she may be far more kindly disposed toward you than toward a student who sits in the back, looks sleepy, and never contributes. Likewise, if you meet with a professor, you should at least be knowledgeable about course material that has been covered in the class thus far.

Why meet with faculty? Obviously you do not need to meet with all of your teachers, but it is wise to develop relationships with 2-3 faculty members in your area of interest, either in your major or a related field. You may need to get information about research or internship opportunities. You may also want information about graduate programs, and eventually, you may need to ask for a letter of recommendation. (On the other hand, you may simply want to clarify something a teacher has said in class, ask about an assignment, or review an exam or paper.) Students who avoid contact with teachers and advisors may complain of feeling “anonymous.” One can alleviate that feeling by maintaining regular contact with a few teachers and advisors—but again, such contact requires some initiative.

**7) Get involved in at least one student group, campus or department organization.** Students who get involved in one way or another have a richer experience, learn more about themselves and others, meet people, feel more connected to the college, and may even do better academically. Getting involved on campus is a great way to gain leadership experience and strengthen your résumé. A list of student organizations at USM is available on the web at <http://student-groups.usm.maine.edu/bsa>.

**8) Learn about the library.** You may perform a good deal of research over the internet, but you may actually need to visit the library as well (!), and there are computer terminals within the library with access to the library collection—URSUS—and other databases and indexes. The library system appears vast at first but once you begin using it, it will become more and more familiar. Make it yours!

**9) Learn about USM's policies.** Familiarize yourself with the Academic Policies section of the Undergraduate Course Catalog. You should be given a catalog during orientation. There is also an online link to the catalog at <http://www.usm.maine.edu/catalogs/index.html>.

**10) Get Help.** Seek out University Counseling services at 207-780-4050, if you feel overwhelmed, homesick, or stressed.

Adapted from Rutgers University Office of Academic Services @  
<http://sasundergrad.rutgers.edu/academics/current/transfer/successguide.html>

## **Expectations of Students in the Classroom**

Your academic attitude is a major factor in your success at University of Southern Maine. You share responsibility, along with your professor and other students, for creating a productive learning environment. This responsibility includes behaving courteously and respectfully toward your professors and your classmates and becoming self-disciplined in your learning.

While individual faculty may have various policies regarding the using laptops in class, bringing food to class, taking bathroom breaks, etc., there are some general guidelines that will apply to all off your classes.

**Attend class and pay attention.** Do not ask the instructor to go over material you missed by skipping class or not concentrating. If you have difficulty understanding the presented material, ask the instructor to assist you.

**Try not to come to class late or to leave early.** If you must enter late, do so quietly and do not disrupt the class by walking between the class and the instructor. Do not leave class early unless it is an absolute necessity. If you know in advance you will need to leave class early, sit near an exit and inform the instructor prior to class.

**Do not talk with other classmates while the instructor or another student is speaking.** If you have a question or comment, please raise your hand, rather than start a conversation with your neighbor. Others in the class may have the same question.

**Show respect and concern for others by not monopolizing class discussion.** Allow others time to give their input and ask questions. Do not stray from the topic of class discussion.

**Turn off all electronic devices, including but not limited to cell phones, pagers, beeping watches.** If, due to work or family obligations, you need to remain in contact, inform your instructor ahead of time and set these devices to be as unobtrusive as possible.

**Avoid audible and visible signs of restlessness.** These are both rude and disruptive to the rest of the class.

**Focus on class material during class time.** Sleeping, talking to others, doing work for another class, reading the newspaper, checking email, exploring the internet, etc., are unacceptable and can be disruptive

**Do not pack book bags or backpacks to leave until the instructor has dismissed the class.**

Adapted from Jamestown Community College

## Advising FAQs

### **Who is my advisor?**

If you are a new major, your advisor is the Coordinator of Student Advising, Professor Lisa Walker. She will serve as your advisor during your first year in the English Department. She can be reached by phone at 780-4311, and by email at [lwalker@usm.maine.edu](mailto:lwalker@usm.maine.edu). You may sign up to see her during her regular office hours; there is a sign-up sheet on her door in 316 Luther Bonney. She will also arrange to see advisees with scheduling conflicts outside of her regular office hours. Just contact her for an appointment.

In your second year, you should choose a permanent advisor based on your interests and preferences. If you do not select an advisor in your second year, you may be randomly assigned one. **You can find out who your advisor is by looking at your Degree Audit on Web DSIS. Your advisor's name appears on the upper left portion of the first page.** All English majors are encouraged to choose their own advisor. At any time, you may request a change of advisor. Change forms are available in the English Department Office in 311 Luther Bonney. Once you have completed this form, our administrative assistant will process all changes of advisor.

### **When should I meet with my advisor?**

All students in the English Department must meet with an advisor during preregistration to discuss course selection, develop a schedule, and to receive a Registration Authorization Number (RAN), which provides access to the University's telephone registration system. Students are also encouraged to meet with their advisors at any other time during the year to discuss issues such as core requirements, progress towards completing the degree in English, choosing a minor, and preparing for post-graduate goals.

### **How do I find my advisor?**

In the English Department, you will find a list of faculty, their office hours, phone numbers, and email addresses. If, for any reason, you have difficulty getting in touch with your advisor, you may contact one of the two English Department Chairs, Professor Jane Kuenz and Professor Bud McGrath. Professor Kuenz can be reached by phone at 780-4530, and by email at [jkuenz@usm.maine.edu](mailto:jkuenz@usm.maine.edu). Professor McGrath can be reached by phone at 228-8448, and by email at [mcgrath@maine.maine.edu](mailto:mcgrath@maine.maine.edu).

## Preregistration Suggestions for English Majors

### **How should I get advising during preregistration?**

There are two systems for advising during preregistration. During the first week of the preregistration period, there will be English Department faculty available for walk-in advising. Please consult the published schedule to see exactly when faculty will be in the office. Remember that you may have to wait to see you advisor if you choose to use the walk-in system. Walk-in advising does not preclude traditional advising; you may consult the walk-in schedule to see when your advisor will be available, or you may contact your advisor to make an individual appointment.

### **Why preregister?**

Not registering in the preregistration period often means that junior and senior majors will have difficulty enrolling in classes they need in order to graduate. Occasionally, not preregistering results in the cancellation, by the department or the Dean's Office, of under-enrolled courses.

Therefore, for your own sake and for that of the department, **PREREGISTER**. See an advisor or other English faculty member who would be helpful to you and knowledgeable about the Major and Core requirements. Discuss your situation, plan a likely program, and then preregister for it. If you discover, when the next semester begins, that your schedule must be changed, you can change it during the Add-Drop period (though, keep in mind, your options will likely be reduced).

### **How should I prepare for preregistration advising?**

There are a few things that you should do prior to your appointment. Coming to your appointment with the following things accomplished will help to make your course selection and registration process very productive.

#### Before Your Appointment:

- Pick up and review the USM Course Schedule of next semester's courses. The schedules are available at Advising Services on both campuses and the Registrar's Office in Gorham. You may also use the Online Course Search to find classes.
- Pick up and review the English Department Course Guide for the next semester's courses. It is available in the English Department.
- Review the Core curriculum requirements in your USM catalog or your Guide to Graduation. See what remaining requirements you have.
- Review your English Major Requirements Form to see what remaining requirements you have. Blank copies are available in the English Department Office. You may find it useful to keep a filled out copy for yourself, so that you can check off requirements as you go along.
- Develop a list of possible classes, and fill out a Registration Worksheet. Registration worksheets are available in the English Department.
- Prepare a balanced schedule. Do not take all English courses or all Core courses in one semester. Do not take more than one reading-heavy class in a semester; one novel class per semester is enough.
- Check to see if you have met proficiencies and course prerequisites. For example, English 100 and English 120 are prerequisites for English majors, and you must complete ENG 245 before you take 300-level courses. ENG 150 does not count toward the major. It may be repeated once for credit.

#### At Your Appointment You Can Expect to:

- Confirm your remaining Core and Major requirements.
- Design a schedule that fits your needs.
- Get your Registration Authorization Number (RAN) and advisor's approval, which you need in order to register.

## **TAKE ADVANTAGE OF PEER ADVISING**

If you would like help preparing for your appointment with your faculty advisor, meet with one of our Peer Advisors! **Our Peer Advisors, Samara Cole & Sherri Alcock**, will be available at posted hours during preregistration week. Samara can also be reached at [samara.cole@maine.edu](mailto:samara.cole@maine.edu). Sherri can also be reached at [sherri.alcock@maine.edu](mailto:sherri.alcock@maine.edu). Samara and Sherri can help you understand the English major, English Minor, and Writing Minor requirements, explain Core Requirements related to English, assist with preparing for course selection and registration, and help with Web DSIS and degree audit questions. **SAMARA AND SHERRI CANNOT SIGN YOUR SCHEDULE OR GIVE YOU YOUR RAN!**

### **FINALLY, ADVISING IS NOT JUST FOR COURSE REGISTRATION**

Students are also encouraged to meet with their advisors at any time during the year to discuss issues such as core requirements, progress towards completing the degree in English, choosing a minor, and preparing for post-graduate goals.

# Managing Time

## What are Your Goals?

Setting goals helps you to accomplish what is really important to you and keeps you motivated. You can have long-term, mid-range and short-term goals. Long-term goals are the major targets of your life and usually have three to five year horizons. Mid-range goals are typically one to three year time spans. Short-term goals move you toward each mid-range and long-term goal and are usually accomplished in a month to a year.

In order to set goals, it is helpful to spend some time thinking about and writing down what you hope to accomplish in the important areas of your life. Write down your long-term, mid-range and short-term goals, if possible, for each of the following categories: school, work, relationships, self, and other. Your goals may change as your circumstances change. Periodically re-evaluate and revise your goals to achieve a balance in your life and to reflect your current priorities.

## Do You Have Enough Time to Meet Your Goals?

Once you have a clearer idea of what your goals are, determine if you have enough time available to achieve them. Use the following methods to figure out if what you have planned for the semester is realistically achievable:

### Complete a time analysis

Each week has 168 hours (24 hours per day X 7 days per week). Analyze how much time you spend in an average week on sleep, meals, chores, exercise, transportation, work, family responsibilities, classes and studying. Look at the following example of a time analysis:

Hours per activity in a 7 day week

Sleep	56 hours
Meals	14 hours
Chores	5 hours
Exercise	5 hours
Transportation	5 hours
Work	15 hours
Family	5 hours
Classes	15 hours
Studying	30 hours ??
Total	150 hours

### Study Hour Formula

Note that in the above schedule, there is a question mark next to study hours. The example student is taking 15 credit hours, and she has left 30 hours to study, but how does she know how much should she study? To determine how many hours you need to study each week to get A's, use the following rule of thumb. Study two hours per hour in class for an easy class, three hours per hour in class for an average class, and four hours per hour in class for a difficult class.

For example, basket-weaving 101 is a relatively easy 3-hour course. Usually, a person would not do more than 6 hours of work outside of class per week. Advanced calculus is usually considered a difficult course, so it might be best to study the proposed 12 hours a week. If more hours are needed, take away some hours from easier courses, i.e., basket weaving. Figure out the time that you need to study by using the above formula for each of your classes.

Easy class credit hours	_____	x 2 =	_____
Average class credit hours	_____	x 3 =	_____
Difficult class credit hours	_____	x 4 =	_____
Total			_____

The total should give you a rough idea of how much time you should set aside for studying. If you don't have enough time set aside for studying, you might consider cutting back on the number of courses you take, balancing easier courses with more difficult courses, or adjusting the amount of time you spend working or socializing.

Also note that in the above example, 150 of the 168 hours in a week are committed to various activities and 16 hours are **flexible time**. Flexible time is important so you can deal with unexpected pleasant events such as being given tickets to a concert, or unpleasant events such as getting sick. You can trade time in some circumstances, for example, delaying beginning an assignment and going to the concert.

Without flexible time, you may find it difficult to compensate for those hours you lose when you are sick. Also, sometimes things take longer than you've anticipated. With flexible time, you can catch up with your textbook reading even though your research paper takes longer than you expect.

Ensure you have enough flexible time to easily juggle commitments and avoid stress caused by a too tightly planned schedule. Without this time, you may not be able to keep working towards all of your goals, and you may have to reexamine them, prioritize them and postpone the less important ones.

# A Personal Time Survey

To begin managing your time you first need a clearer idea of how you now use your time. The Personal Time Survey will help you to estimate how much time you currently spend in typical activities. To get a more accurate estimate, you might keep track of how you spend your time for a week. This will help you get a better idea of how much time you need to prepare for each subject. It will also help you identify your time wasters. But for now complete the Personal Time Survey to get an estimate.

The following survey shows the amount of time you spend on various activities. When taking the survey, estimate the amount of time spent on each item. Once you have this amount, multiply it by seven. This will give you the total time spent on the activity in one week. After each item's weekly time has been calculated, add all these times for the grand total. Subtract this from 168, the total possible hours per week. Here We Go:

EVENT	Hours		Total
Hours of sleep each night		X7=	
Hours of grooming per day		X7=	
Hours for meals per day—include preparation		X7=	
Travel time weekdays		X5=	
Travel time weekends		X2=	
Hours of chores per day (errands, exercising, cleaning, etc.) per day		X7=	
Hours of work per week			
Hours of class per week			
Hours for scheduled functions (meetings, church, clubs, etc.) per week			
Hours for socializing per week			
Hours with family per week			
Flexible time			
<b>TOTAL HOURS</b>			

Now, subtract the total hours from 168:                      168- \_\_\_\_\_ = \_\_\_\_\_

The remaining hours are the hours you have allowed yourself to study.

# Managing Stress

Feeling stressed just looking at your time management sheet?

Stress is a part of every student's daily life. Your personal stress requirements and the amount which you can tolerate before you become distressed vary with your life situation and your age. As a college student, the greatest sources of events you experience as stressful are likely to be relationships, academic and social situations, environment and lifestyle.

Leaving home or commuting daily, managing finances, living with roommates and juggling a job, meeting family obligations, classes, and relationships all contribute to the normal stress of being at the University. It is also not uncommon for students to feel overwhelmed and anxious about wasting time, meeting high standards or being lonely.

In addition, stress can also come from exciting or positive events. Falling in love, preparing to study abroad, or buying a new car can be just as stressful as less happy events. It is crucial to recognize stressful situations, address them, and develop strategies to manage your stress.

## Stress Fact Sheet

### What is stress?

- Stress is an emotional/bodily reaction to physical, psychological or emotional demands.
- Stress is a fact of life.
  - Managed stress can become useful and healthy (viewing events as challenges).
  - Unmanaged stress can become distressful and unhealthy (viewing events as threats).

### What are some of the causes of stress?

- Expectations we place on ourselves
- Expectations of others
- Our physical environment -- noise, movement, weather, season changes
- Our internal environment -- academic pressure, frustration, not enough time, decisions, social life

### What are some symptoms of unmanaged stress?

- Increased heart rate and blood pressure; feeling tense, irritable, fatigued, or depressed
- Lack of interest and ability to concentrate, apathy
- Avoidance behaviors: abuse of drugs, alcohol, or tobacco

### What are ways to manage stress effectively?

- Add balance to life; don't overdo studies or play.
- Know and accept what kind of person you are: strengths and weaknesses.
- Get a thorough physical exam.
- Take "time outs," especially during study.
- Expand your support network, reinforce friendships.
- Exercise regularly.
- Watch your breathing.

- Walk loosely and walk more.
- Learn and practice relaxation skills.
- Study each subject regularly for moderate periods of time.
- Discuss problems with friends, family, dean or counselor.

If you feel that stress is becoming overwhelming, or that you are self-medicating for stress with alcohol and drugs, please contact University Counseling Services!

Phone: 207-780-4050

Email: [ucs@usm.maine.edu](mailto:ucs@usm.maine.edu)

University of Southern Maine  
105 Payson Smith Hall  
Portland, Maine 04104

# Preparing for Graduation

## Throughout Your Career:

There are some basic graduation requirements that you should keep in mind throughout your career as a USM student.

- You must complete the Core curriculum in order to graduate.
- Students who plan to graduate with a Bachelor's Degree need to complete a minimum of 120 credit hours. These credits are comprised of (minimally) the requirements of the Core Curriculum and your major. Depending on the number of credits required by your major, you will likely require additional credits in order to achieve the minimum of 120 hours. Often students are able to use these additional credits to create a minor, a second major, or to take elective courses. Contact your academic advisor early to design an academic plan that will work for you.
- The English Department requires that you pass all courses for the major with a C- or better, and at least two courses must be passed with Bs. If you receive a grade lower than a C- in a course you planned to count towards the major, you will have to repeat it for a better grade, or let it count as a University elective.

## Applying for Graduation:

- Students should plan to meet with the English Department advisor the semester BEFORE they intend to apply to graduate. It is important to come in early, so that any deficiencies in your progress towards graduation can be remedied before you plan to leave the University. Requirements cannot be waived because it comes as a surprise that they are necessary, so you want to make sure that there are no surprises that will delay your graduation!
- To prepare for your appointment, print out your current degree audit. Review it and be prepared to ask any questions that you have about Core and Major requirements, university electives, and courses not applied toward your degree. You should also plan to meet with advisors of any other majors or minors you have declared.
- EARLY in the semester that you plan to graduate, go to the Registrar's Office and download an Application for Degree. Submitting this paperwork will start the process of "graduate certification," during which the CAS Dean's office, the English Department Advisor, and Departments of other majors/minors that you have declared will review your records to make sure that you will have fulfilled the requirements for graduation with successful completion of the courses for which you are enrolled in your last semester.

USM holds one Commencement Ceremony each May. If you graduate in December, you are encouraged to march in May Commencement Ceremonies!

## Important Numbers and Addresses

Office of Undergraduate Admission	207-780-5670	<a href="http://www.usm.maine.edu/admit">www.usm.maine.edu/admit</a>
Transfer Affairs	207-780-5340	<a href="http://www.usm.maine.edu/admit/transfer.html">www.usm.maine.edu/admit/transfer.html</a>
Office of New Student Advising and Registration	207-780-4604	<a href="http://www.usm.maine.edu/advising/nsp.htm">www.usm.maine.edu/advising/nsp.htm</a>
Office of the Registrar	207-780-5230	<a href="http://www.usm.maine.edu/reg">www.usm.maine.edu/reg</a>
Department of Residential Life	207-780-5240	<a href="http://www.usm.maine.edu/reslife">www.usm.maine.edu/reslife</a>
Office of Student Billing	207-780-5200	<a href="http://www.usm.maine.edu/bus0">www.usm.maine.edu/bus0</a>
Office of Student Financial Aid	207-780-5250	<a href="http://www.usm.maine.edu/fin">www.usm.maine.edu/fin</a>
University Health Services (Portland/Gorham)	207-780-4211/5411	<a href="http://www.usm.maine.edu/health">www.usm.maine.edu/health</a>
Support for Students with Disabilities	207-780-4706	<a href="http://www.usm.maine.edu/~oassd">www.usm.maine.edu/~oassd</a>
Department of Athletics	207-780-5430	<a href="http://www.usm.maine.edu/athletics">www.usm.maine.edu/athletics</a>
Office of Academic Assessment	207-780-4383	<a href="http://www.usm.maine.edu/testing">www.usm.maine.edu/testing</a>
Office of the Dean of Student Life	207-228-8200/4090	<a href="http://www.usm.maine.edu/">www.usm.maine.edu/</a>
Univ. Computing Technologies & Software Services	207-780-4029	<a href="http://www.usm.maine.edu/computing">www.usm.maine.edu/computing</a>
USM Bookstore (Portland/Gorham)	207-780-5476/4070	<a href="http://www.usm.maine.edu/books">www.usm.maine.edu/books</a>
USM Bookstore (Lewiston-Auburn)	207-753-6520	<a href="http://www.usm.maine.edu/books">www.usm.maine.edu/books</a>
Web Based Registration System (Web DSIS)	---	<a href="http://www.maine.edu/admin/dsis">www.maine.edu/admin/dsis</a>
Interactive Voice Response System (IVR)	207-780-5800	---
<b>Department of English</b>	<b>207-780-4291</b>	<b><a href="http://www.usm.maine.edu/eng">www.usm.maine.edu/eng</a></b>

## The Faculty

**Richard H. Abrams, Ph.D.**, State University of New York at Buffalo.  
*Interests:* Shakespeare, Dante, renaissance studies, cultural criticism.

**Kathleen M. Ashley, Ph.D.**, Duke University.  
*Interests:* Medieval literature, autobiography studies, African-American literature, cultural theory, contemporary women writers.

**Jura Avizienis, ABD**, University of Washington.  
*Interests:* Autobiography, critical theory, and world literature.

**Dianne Benedict, M.F.A.**, Goddard College.  
*Interests:* Fiction writing, contemporary fiction, film and literature.

**Benjamin Bertram, Ph.D.**, University of California, San Diego.  
*Interests:* Early modern studies, Shakespeare, 16th & 17th c. English literature, critical theory, and cultural studies.

**Lorraine Carroll, Ph.D.**, The Johns Hopkins University.  
*Interests:* Early American literature, captivity narratives, historiography, women's studies.

**Lucinda Cole, Ph.D.**, Louisiana State University.  
*Interests:* 18th-century English literature and culture, gender studies, cultural theories.

**Ann Dean, Ph.D.**, Rutgers University.  
*Interests:* Composition, 18<sup>th</sup>-century American and English literature, print culture and history of the book.

**Annie Finch, Ph.D.**, Stanford University.  
*Interests:* Poetry, prosody, women's writing, literary translation.

**Nancy K. Gish, Ph.D.**, University of Michigan.  
*Interests:* 20th-century British and American literature, 20th-century poetry, theory, women's studies.

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

**Deepika Marya, Ph.D.**, University of Massachusetts.  
*Interests:* Postcolonial theory and literature, cultural studies.

**Francis C. McGrath, Ph.D., (Co-Chair)**, University of Texas at Austin.  
*Interests:* 19<sup>th</sup>- and 20<sup>th</sup>-century British literature, Irish literature, theory.

**John Muthyala, Ph.D.**, Loyola University, Chicago.  
*Interests:* Literatures of the Americas, Postcolonial Studies, Ethnic Literatures of the United States.

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

**Margaret Reimer, Ph.D.**, Purdue University.  
*Interests:* 16th-century literature, medieval and classical literature, the rise of the novel, new historicism.

**Willard J. Rusch, Ph.D.**, University of Illinois, Urbana.  
*Interests:* Old English literature, historical phonology, linguistic theory, horror and fantasy literature.

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

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

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

**Lisa Walker, Ph.D.**, Louisiana State University.  
*Interests:* Modern American literature and gay/lesbian studies.