

ENGLISH HANDBOOK

for

English Majors and Minors

Department of English

Culver-Stockton College

2009-2010

Using This Handbook

This handbook was written to help you, the English major and minor. Please read it carefully and consult it regularly. Much of what you will find here has been or will be covered elsewhere in more detail, but it is often the little details that, if missed, cause the most confusion. Here you have a printed record that attempts to answer common questions and, hopefully, facilitates your smooth pursuit of the degree or minor. This is designed to be a very practical document based on your needs.

Because we want this handbook to help you, we hope that you will help us to update and revise it by your suggestions.

The English Department is committed to offering you an excellent and solid education. We will strive in every way possible to enhance your chance for success. This handbook was written with this goal in mind. We wish you the very best in your academic endeavors and beyond.

Sincerely,
Lee Hammer
Jayme Long
Steve Long
Ron Stormer
Sharon Upchurch

A classic is a book that people refuse to let die.

GEORGE ADE

Table of Contents

Full-Time English Faculty	3
Faculty Activities	4
Why Study English?	6
Goals of the English Department	7
Requirements for the BA with a Major in English	8
Requirements for the BA with a Major in English Education	9
Requirements for a Minor in English	10
English Courses	11
Course Rotation	16
English Portfolio	18
English Study Tips	19
Useful Dates and Terminology	20
Guide for Writing Papers in English Courses	21
Sigma Tau Delta	22
<i>Harmony</i>	23
Employment Opportunities	24
Internships	26
Oral Exam Guidelines	27
Checklist for a Major in English	28
Suggested Schedule with an Even Fall Semester	29
Suggested Schedule with an Odd Fall Semester	30
Checklist for a Major in English Education	31
Suggested Schedule with an Even Fall Semester	33
Suggested Schedule with an Odd Fall Semester	34
Checklist for a Minor in English	35
Alumni	36

Note: This handbook is for informational purposes only. Official college policy is found in the academic catalogue.

*Shakespeare wrote a certain amount of trash--because his theater
had to have a new play next Tuesday.*

CARL SANDBURG

Full-Time English Faculty

Lee Hammer - BA and MA Western Illinois University, PhD Marquette University.

Professor of English. Office: JOH 206H. Phone: 573.288.6350. E-mail:
lhammer@culver.edu.

Jayme Long - BA and MA Ball State University, PhD Southern Illinois University-

Carbondale. Instructor of English. Office: JOH 301. Phone: 573.288.6451. E-mail:
jlong@culver.edu.

Steve Long - BA Graceland College, MA University of Northern Colorado, PhD Southern

Illinois University-Carbondale. Associate Professor of English. Office: JOH 210B.
Phone: 573.288.6533. E-mail: slong@culver.edu.

Ron Stormer - BA and MA University of Northern Iowa, PhD Northern Illinois University.

Associate Professor of English. Office: JOH 206G. Phone: 573.288.6485. E-mail:
pstormer@culver.edu.

Sharon Upchurch - BA Western Illinois University, MA University of Northern Colorado,

MA in Library Science University of Missouri-Columbia. Librarian and Assistant
Professor of Library Science. Office: JOH 303J. Phone: 573.288.6478. E-mail:
supchurch@culver.edu.

Emeritus Faculty

Richard Holmes - Professor of English Emeritus 2000.

Carolyn Kane - Professor of English Emerita 2005.

Faculty Activities

Lee Hammer - Dr. Hammer is the advisor to *Harmony*, the college's creative writing magazine. He also serves on the Executive Board of the Missouri Colloquium on Writing Assessment. Although his field of expertise is modern British literature, his academic interests are broad, ranging from medieval and Renaissance literature to modernist writers like Woolf, Joyce, Yeats, Faulkner, Fitzgerald, and Hemingway. In addition, he is interested in learning and teaching theory, and his hobbies include photography, writing poetry, and playing guitar.

Jayne Long - Dr. Long is the Coordinator of Academic Support Services and an instructor in English. Her areas of study include Modern European literature, film studies, African-American literature, Emily Dickinson, and rhetoric and composition. Her teaching experience includes world literature, film as literary translation, and introductory and advanced writing courses.

Steve Long - Dr. Long is Director of the Honors Scholars Program. His major area of focus for his doctoral studies was nineteenth-century British literature, but he is also interested in literary theory and criticism, classical and modern rhetoric, composition theory, and semiotics. He is an invited Fellow in the International Communicology Institute, and his reading and teaching interests include

contemporary poetics, contemporary poetry and fiction, the philosophy of rhetoric and language, and the philosophy of science. Dr. Long is also the pastor of the Quincy Community of Christ Church.

Ron Stormer - Dr. Stormer is the chair of the department and advisor of Sigma Tau Delta, the international English honor society. His academic speciality is Restoration and eighteenth-century English literature. He enjoys writing both poetry and fiction, playing the guitar, and studying early church history as well as the English religious writers.

Sharon Upchurch - Ms. Upchurch serves on Academic Council, Council of Teacher Education, and Library Committee as well on the MOBIUS (statewide library service) Council. In addition to her work in the library, she teaches Special Methods for English Secondary Education. Her interests include children's literature, teacher education, and literacy. Her favorite authors include Jane Austen, the Brontës, Charles Dickens, Emily Dickinson, Robert Frost, and Harper Lee. She is involved in local civic activities, and her hobbies include reading, gardening, antiques, and horseback riding.

Yes, it's hard to write, but it's harder not to.
CARL VAN DOREN

Why Study English?

English is the study of the English language and almost anything written in English. People who seek degrees in English get to study arguments, reports, explanations, deliberations, celebrations, stories, poems, plays, business letters, training manuals, sermons, and philosophic tracts. People who seek degrees in English can read and understand wide varieties of ideas and can, in turn, convey ideas clearly, convincingly, and memorably.

Those who seek degrees in English are lifelong learners who refine their writing skills, hone their critical-thinking skills, learn about life through the pleasure of reading great literature, participate in the history of ideas, and contribute to the fine arts through creative writing.

The corporate, educational, and professional worlds love people who can understand and convey ideas well, especially in writing. They also welcome people who are creative, who attend well to detail, and who have excellent organizational skills--all talents typical of those who hold English degrees.

[O]f making many books there is no end; and much study is a weariness of the flesh.

SOLOMON

Goals of the English Department

The English Department has certain expectations of its graduating seniors. They should have

- A sound knowledge of literary terms, their meanings, and application.
- A sound knowledge of literary and linguistic periods, including approximate dates and representative authors and works.
- Sound writing skills, including the ability to develop a thesis, to organize and present support for that thesis, to integrate and to acknowledge evidence from outside sources in support of that thesis, to use standard English, and to use standard grammatical and mechanical conventions.
- Analytical skills that will enable them to think critically and to write cogently.
- A sensitivity and appreciation of the cultural diversity that exists both in the United States and other areas of the world.
- The courage to think creatively and independently, to value diverse opinions, and respond logically when faced with conflicting views.
- The ability to take the knowledge they have, reflect on it, and apply it in ways which enhance their lives and careers and those whose lives they touch.

*When you write in prose you say what you mean. When you write
in verse you say what you must.*

OLIVER WENDELL HOLMES

Requirements for the **BA** with a **Major in English**

Thirty-six hours are required as follows:

Required (18 hours)

ENG 220	World Roots of British Literature	3
ENG 221	World Roots of American Literature	3
ENG 222	British Literature	3
ENG 223	World Roots of Contemporary Literature	3
ENG 245	Literary Theory	3
ENG 490	Senior Seminar	3

6 Hours of Writing

ENG 217	Introduction to Creative Writing	3
ENG 301	Fiction Workshop	3
ENG 302	Poetry Workshop	3
ENG 381	Critical Reading, Critical Writing	3

3 Hours of Novel

ENG 313	The English Novel	3
ENG 314	The American Novel	3
ENG 315	The Contemporary Novel	3

3 Hours in Language

ENG 324	History of the English Language	3
ENG 325	Modern English Grammar	3

3 Hours in Authors and Periods

ENG 425	Major Authors	3
ENG 450	Period Studies	3

3 Hours from Electives at the 300-400 Level

ENG ____	_____	3
----------	-------	---

ENG 109, ENG 110, and FYE 101 may not be counted toward this major.

Requirements for the **BA** with a **Major in English Education**

Thirty-five hours are required as follows:

Required English Courses (18 hours)

ENG 220	World Roots of British Literature	3
ENG 221	World Roots of American Literature	1
ENG 222	British Literature	3
ENG 223	World Roots of Contemporary Literature	1
ENG 245	Literary Theory	3
ENG 490	Senior Seminar	3

Required English Education Courses (14 hours)

ENG 210	American Adolescent Literature	1
ENG 211	Literature of American Ethnic Groups	1
ENG 217	Introduction to Creative Writing	3
ENG 324	History of the English Language	3
ENG 325	Modern English Grammar	3
ENG 420	Teaching of Writing	3

3 Hours from Electives at the 300-400 Level

ENG__	_____	3
-------	-------	---

ENG 109, ENG 110, and FYE 101 may not be counted toward this major.

In addition to these courses, students must complete all other professional education and certification requirements, including EDU 402 Secondary Methods (2 hrs.).

*Turn pimp, flatterer, quack, lawyer, parson, be chaplain to an
atheist, . . . anything but poet; for a poet is worse, more
servile, timorous and fawning, than any I have named.*

WILLIAM CONGREVE

Requirements for a Minor in English

Minor in English

The minor in English is designed to provide students with a foundation in literature as well as in writing and language. The minor complements majors such as business, communication, history, music, psychology, religion and philosophy, theatre, and many others. Eighteen hours are required as follows.

3 Hours in Early Literature

ENG 220	World Roots of British Literature	3
ENG 221	World Roots of American Literature	3

3 Hours in Later Literature

ENG 222	British Literature	3
ENG 223	World Roots of Contemporary Literature in English	3

3 Hours in Language

ENG 324	History of the English Language	3
ENG 325	Modern English Grammar	3

9 Hours from English Electives at the 300-400 Level 9

Minor in Creative Writing

The minor in creative writing is designed to provide students with a foundation in the various genres of creative writing. Eighteen hours are required as follows.

15 Hours in Creative Writing

ENG 4/216C	Practicum in Literary Magazine	3
ENG 217	Introduction to Creative Writing	3
ENG 301	Fiction Workshop	3
ENG 302	Poetry Workshop	3
THE 316	Playwriting	3

3 Hours in Language

ENG 324	History of the English Language	3
ENG 325	Modern English Grammar	3

ENG 109, ENG 110, and FYE 101 may not be counted toward either minor.

English Courses

- ENG 109 Writing and Great Ideas. A basic composition course using scholarly ideas from across the disciplines as the basis for learning college-level expository and argumentative writing. Students will develop critical reading and thinking strategies and effective grammatical, mechanical, and stylistic skills. Offered as needed. (3)
- ENG 110 Writing and Literature. A composition course using literature on selected themes as the subject matter for writing. Students will write a major research paper and several shorter compositions. Prerequisites: Eng 109, FYE 101, or equivalent. Offered every semester. (3)
- ENG 210 American Adolescent Literature. Reading and evaluation of a wide range of American literature for adolescents. Required for secondary certification in English. Offered fall of even-numbered years. (1)
- ENG 211 Literature of American Ethnic Groups. Reading and evaluation of a range of literature written by and about American ethnic groups. Required for secondary English education majors. Prerequisite: Offered fall of even-numbered years.
- ENG 216 Practicums in Publication. A sequence of practicum courses. Work may be repeated in a practicum or any combination of practicums, but only four hours credit may be earned at the 216 level. The maximum credit allowed in all practicums (Eng 216A, Eng 216C, Com 216A, Com 216C, Eng 416A, Eng 416C, or Com 416A) is seven hours. Offered every semester.
- ENG 216A Practicum in Campus Newspaper. Designed to develop skills in writing, layout, photography, management, and other skills used in the production of the campus newspaper. Students will receive practical experience as editors and staff members of the campus newspaper, the *Megaphone*. The editor may take the course for two hours credit. May be repeated for a maximum of four hours (including all 216-level practicums). May count as communication. (0-2)
- ENG 216C Practicum in Campus Literary Magazine. Designed to develop critical,

literary, and artistic skills used in the creation, development and editing of campus literary magazine, *Harmony*. May include photography. Art or literary editors may enroll for two hours credit. May be repeated for a maximum of four hours credit (including all 216-level practicums). Prerequisites: Eng 217 and/or Art 115 or consent of instructor. (0-2)

- ENG 217 Introduction to Creative Writing. An introductory course in creative writing, including prose, poetry, and drama. Prerequisite: Eng 109, FYE 101, or equivalent. Offered every fall. (3)
- ENG 218 Literary Salon. Students customize approaches to writing and reading in areas of the students' interests, conceive and develop individual and collaborative projects, and discuss them in a conversational setting. This experience-based course will emphasize critical thinking and writing and will encourage students to use interdisciplinary approaches to projects. Offered every fall. (3)
- ENG 220 World Roots of British Literature: Homer to Shakespeare. Reading and analysis of selected masterpieces of world literature leading to the development of English literature through Shakespeare. Some attention is given to intellectual, cultural, and historical background. Prerequisite: second-semester freshman standing or higher. Offered spring of odd-numbered years. (3)
- ENG 221 World Roots of American Literature: British Puritanism to the American Renaissance. Reading and analysis of selected masterpieces of American literature beginning with the Puritan writers and ending with the American Renaissance. In addition, those masterpieces of world literature that influenced American literature during this time will be examined. Some attention is given to intellectual, cultural, and historical background. Prerequisite: second-semester freshman standing or higher. Offered fall of odd-numbered years. (3)
- ENG 222 British Literature: Restoration to Dickens. Reading and analysis of selected masterpieces of English literature beginning with Milton and ending with Dickens. Some attention is given to intellectual, cultural, and historical background. Prerequisite: second-semester freshman standing or higher. Offered spring of even-numbered years. (3)

- ENG 223 World Roots of Contemporary Literature in English: Henry James to Contemporary Post-Colonial and Postmodern. Reading and analysis of selected masterpieces in American and English literature beginning with James and ending with contemporary writers. In addition, those masterpieces of world literature that influenced literature in English during this time will be examined. Some attention is given to intellectual, cultural, and historical background. Prerequisite: second-semester freshman standing or higher. Offered fall of even-numbered years. (3)
- ENG 245 Literary Theory. A brief study of important critical perspectives as applied to literary texts and a historical survey of influential works of literary criticism. Primary and secondary readings are used. Offered every spring. (3)
- ENG 289 Selected Topics in English. A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor. (1-3)
- ENG 299 Study Abroad. Students will study a variety of topics by combining college classroom activities with travel. Prerequisite: consent of instructor. Offered as needed. (1-3)
- ENG 301 Fiction Workshop. Students will plan individual fiction programs and schedules for written work with the instructor and will discuss one another's works in a group setting. Prerequisite: Eng 217 or consent of instructor. Offered every spring. (3)
- ENG 302 Poetry Workshop. Students will plan individual poetry programs and schedules for written work with the instructor and will discuss one another's works in a group setting. Prerequisite: Eng 217 or consent of instructor. Offered every fall. (3)
- ENG 313 The English Novel. Reading and evaluation of selected English novels from the time of Daniel Defoe to the present, with emphasis on the history of the novel in England and on current trends in literary criticism and research. Prerequisite: Eng 110 or equivalent. Offered spring of even-numbered years. (3)

- ENG 314 The American Novel. Reading and evaluation of selected American novels from the time of James Fenimore Cooper to the present, with emphasis on the history of the novel in America and on current trends in literary criticism and research. Offered fall of odd-numbered years. (3)
- ENG 315 The Contemporary Novel. A study of British and American novels reflecting 20th-century influences and trends and treating significant aspects of modern life. Offered fall of even-numbered years. (3)
- ENG 324 History of the English Language. A study of the origins and evolution of the English language centering on how historical and cultural forces have influenced changes in sound, grammar, and meaning. Offered fall of odd-numbered years. (3)
- ENG 325 Modern English Grammar. A study of the structure of the English language, including current usage. All prospective English teachers must take this course. Offered fall of even-numbered years. (3)
- ENG 381 Critical Reading, Critical Writing. Experience-based course focusing on the critical thinking and problem-solving aspects of the reading experience. Its aim is to increase students' comprehension of scholarly writing and to help them develop advanced strategies for understanding and interpreting texts. Prerequisite: sophomore standing or higher. Offered spring of odd-numbered years. (3)
- ENG 402 Business Writing. A case-study-based, writing-intensive course in which students learn how to craft effective, presentable business communication for a variety of real-world corporate and individual purposes (sales, job seeking, good will, rejection, request, inquiry). Prerequisite: Eng 110 or equivalent. Offered every fall. (3)
- ENG 416 Advanced Publication Practicums. A continuation of Eng 216 in its various forms, e.g., 416A and 416C. The editors may take the course for two hours credit. Combined practicum credit hours may not exceed seven. Prerequisite: two hours of 216 or consent of instructor. (1-2)
- ENG 420 Teaching of Writing. An intensive survey of knowledge and skills necessary for effective writing instruction in secondary schools. Review of state-

required competencies, theories and methods of teaching and evaluating writing, approaches to designing assignments and using classroom materials, and issues in current research. Required of prospective English teachers. Prerequisite: admission to the Teacher Education Program. Offered fall of odd-numbered years. (3)

- ENG 425 Major Authors. A course in one major author such as Chaucer, Milton, Wordsworth, Hawthorne, Frost, or O'Neill. Emphasis on the author's major works, development as a writer, and influence on other writers. May be repeated for credit when author varies. Offered spring of odd-numbered years. (3)
- ENG 426 Writers of the Midwest. This course will focus on Midwestern writers such as Mark Twain or Edgar Lee Masters by both reading major works and visiting areas associated with the writers. This course will include at least one field trip. Prerequisite: Eng 110. Offered spring of even-numbered years. (3)
- ENG 450 Period Studies. A course in one of the major literary periods of world, English, or American literature and examining major works and authors as well as major literary and critical movements. May be repeated for credit when the period varies. Offered fall of even-numbered years. (3)
- ENG 480 Independent Study. Individual or group projects in literature, language, or creative writing under the supervision of a member of the English faculty. Prerequisite: consent of the instructor, division chairperson, and academic dean. (1-3)
- ENG 489 Selected Topics in English. A study of selected issues not covered in other courses. May involve field trips and/or travel. Course may be repeated. Prerequisite: consent of instructor. (1-3)
- ENG 490 Senior Seminar. A capstone course for majors featuring concentrated critical study of a particular author, literary movement, or literary topic, culminating in a major research project. The course also features a comprehensive oral examination of general literary knowledge. Offered each fall. (3)

I am returning this otherwise good typing paper to you because someone has printed gibberish all over it and put your name at the top.

UNKNOWN ENGLISH PROFESSOR

Course Rotation

To help students better plan their course of study each semester, the department follows this rotation of courses to insure that all courses are taught at least every two years.

Fall of Odd Years

ENG 109	Writing and Great Ideas (as needed)
ENG 110	Writing and Literature
ENG 216	Practicums in Publication
ENG 217	Introduction to Creative Writing
ENG 218	Literary Salon
ENG 221	World Roots of American Literature
ENG 302	Poetry Workshop
ENG 314	The American Novel
ENG 324	History of the English Language
ENG 402	Business Writing
ENG 416	Advanced Publication Practicums
ENG 420	Teaching of Writing
ENG 490	Senior Seminar

Spring of Even Years

ENG 110	Writing and Literature
ENG 125	Introduction to Literature
ENG 216	Practicums in Publication
ENG 222	British Literature
ENG 245	Literary Theory
ENG 301	Fiction Workshop
ENG 313	The English Novel
ENG 370	Genre Studies
ENG 390	The Working Scholar
ENG 416	Advanced Publication Practicums
ENG 426	Writers of the Midwest

Fall of Even Years

ENG 109	Writing and Great Ideas (as needed)
ENG 110	Writing and Literature
ENG 210	American Adolescent Literature
ENG 211	Literature of American Ethnic Groups
ENG 216	Practicums in Publication
ENG 217	Introduction to Creative Writing
ENG 218	Literary Salon
ENG 223	World Roots of Contemporary Literature in English
ENG 302	Poetry Workshop
ENG 315	The Contemporary Novel
ENG 325	Modern Grammar
ENG 402	Business Writing
ENG 416	Advanced Publication Practicums
ENG 450	Period Studies
ENG 490	Senior Seminar

Spring of Odd Years

ENG 110	Writing and Literature
ENG 216	Practicums in Publication
ENG 220	World Roots of British Literature
ENG 245	Literary Theory
ENG 301	Fiction Workshop
ENG 381	Critical Reading, Critical Writing
ENG 390	The Working Scholar
ENG 416	Advanced Publication Practicums
ENG 425	Major Authors

*"All men owe honor to the poets--
honor and awe, for they are dearest to the Muse
who puts upon their lips the ways of life."*

HOMER

English Portfolio

The senior English writing portfolios represent our English majors' writing performances spanning the course of their undergraduate study. The English Department reviews these portfolios as part of its annual assessment of how well it prepares its graduates to be competent and effective writers.

Students submit the portfolios as a requirement for ENG 490: Senior Seminar. Failure to submit a portfolio will result in an F in the course.

Items Required for the Portfolio

- 1 Freshman-composition paper
- 2 Major argumentative/interpretive papers from any 200-400-level English course
- 1 Creative-writing piece (not necessarily connected to any coursework)
- 1 Paper from a course outside the English curriculum
- 1 Senior Seminar paper
- 1 Other piece of the student's choice (e.g., an essay from ENG 400: Advanced Writing, an additional creative work, or a published work)
- 1 Reflective piece (2-4 pages long) by the student evaluating the work in the portfolio and development as a writer

Note 1: In addition to the Senior Seminar paper, at least one of the above must be a research paper.

Note 2: Exceptions or substitutions may be allowed for transfer students. Check with your advisor if this applies to you.

Note 3: All items are subject to approval by the advisor and/or the department.

Portfolio Collection Procedure

- Students will be responsible for collecting and keeping portfolio items. The collection should be reviewed periodically with their faculty advisors. (Students are urged to make photocopies and/or computer backup files of all papers submitted to instructors or to publishers.)
- Items should be clean copies--free of professors' markings, comments, and grades.
- The portfolio should be presented in a ringed binder with item types tabbed.

Portfolio Evaluation Procedure

- Portfolios will be submitted when students take English 490: Senior Seminar.
- Each portfolio will be read and evaluated by the student's advisor and one other full-time English professor.

English Study Tips

Characteristic of English as a field of study is its connection to other disciplines. Often, along with the literature at hand, a student may be also required to know the historical and social context in which that piece of literature was created. Sometimes knowledge of the author's biography is pertinent. Having a grasp for not only the work of literature but also the larger context that informs that work will help students be more successful in understanding the piece and its larger significance and will help them apply that information when called upon in an essay exam.

Not surprisingly, any study of literature will be enhanced by knowledge in a related area of study. History, art, music, and philosophy are usually linked to the analysis of literature, and a background in these and other fields of study will enrich students' understanding (and recall) of literature.

Generally, although names, places, and dates are relevant, students should aim for comprehension and application of the material when studying for exams in English. This skill becomes most obvious during essay exams when time is of the essence and clarity and development are key.

Finally, an English major needs a set of friends, ones that are familiar, frequently visited, and helpful:

- A collegiate-level dictionary
- The most recent edition of *The MLA Handbook for Writers of Research Papers*
- A writing handbook like *The Elements of Style*
- A literature reference book like William Harmon and Hugh Holman's *A Handbook to Literature*
- A guide to classical mythology like Edith Hamilton's *Mythology*
- A Bible (the King James Version being the one that most past writers in English will be referring to)
- The textbooks required for classes because they will become valued references and will be helpful in preparing for the oral examination

[I]t does seem to me that [*Deerslayer*] is destitute of every detail that goes to the making of a work of art; in truth, it seems to me that *Deerslayer* is just simply a literary *delirium tremens*.

MARK TWAIN

Useful Dates and Terminology

Literature does not appear in a vacuum. It is part of a tradition that students are to be familiar with. Historically and geographically we are part of Western culture. Below are the literary periods of Western literature (with approximate dates) that students should be able to identify.

Western	English	American	Dates
Classical			? - AD 500
Medieval			AD 500-1500
	Medieval		? - 1500
Renaissance			1500-1700
	Renaissance		1500-1660
	Restoration		1660-1700
Enlightenment			1700-1790
	18 th Century		1700-1798
		Early American	? - 1820
Romantic			1790-1850
	Romantic		1798-1830
		Romantic	1820-1865
Realistic			1850-1900
	Victorian		1830-1901
		Realistic	1865-1914
Modern			1900- ?
	Modern		1901- ?
		Modern	1914- ?

This is a simplified chronology. These periods can be subdivided, and the dates assigned to each are open to discussion. The committed major, however, will learn what characterizes each epoch and why the above dates were chosen. In addition, majors should be able to identify major writers and major works from each period.

Like any other discipline, English has its own jargon. As a minimum, majors should know the following terms and be able to give examples.

allegory	couplet	lyric	satire
alliteration	epic	meter	simile
allusion	foot	metaphor	sonnet
antagonist	free verse	novel	symbol
ballad	genre	plot	tragedy
blank verse	irony	protagonist	unities

Guide for Writing Papers in English Courses

Not much needs to be said that would distinguish writing in English courses from writing in most other college courses. Good writing is good writing, and the chief characteristic of good writing is clarity. Clarity, however, suffers when students commit the most frequent error in writing--wordiness.

Another distinguishing element of college-level writing, English courses included, is effective argumentation. For the most part, college-level writing has a persuasive dimension, which is preferable to the emotional. Though personal reaction should not be completely avoided, most professors view reasoned argumentation as a superior form of written engagement with a subject or a work of literature. Important in college writing is demonstrating what students *know* as opposed to what they *feel* about a subject.

This can be challenging, especially in entry-level English classes, when one is dealing with literature because these are works of art that call forth from readers an emotional response. However, the analytical eye should dominate, though not to the exclusion of the emotional. When "appreciation" is contrasted with "analysis," students should see that college writing courses demand analysis, an informed, objective view. Appreciation, on the other hand, suggests more of a personal reaction, which is usually antithetical to a logical argument.

Overall, writing for most college English courses should include a clearly stated thesis, persuasive relevant reasons, and compelling evidence that reveals an understanding of the literature at hand. If the paper requires sources, they should be recent, relevant, and reputable. They should be integrated into the text in such a way that what the original writer believed is reflected by the students' use of them.

That said, writing specifically about literature requires that certain conventions be followed:

- Matters of formatting a paper should conform with the guidelines provided in *The MLA Handbook for Writers of Research Papers*. Majors and minors can never become too familiar with this guide too soon.
- Material quoted or summarized from other sources must be acknowledged and correctly integrated into a paper. Failure to do the first is plagiarism; failure to do the second is sloppiness on the part of the writer.
- Poetry quotations are not formatted the same as prose. *The MLA Handbook for Writers of Research Papers* shows the difference.
- As a courtesy to readers, writers must give the complete titles, properly punctuated, of literary works and complete names of authors discussed in the paper. This is usually done in the introduction to help orient the readers.
- The present tense is generally used to describe the events within a literary work; the past tense is used to describe what the author did.

Sigma Tau Delta

Sigma Tau Delta is the International English Honor Society founded in 1924 at Dakota Wesleyan University. As its official brochure indicates, the society

- Confers distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies;
- Provides, through its local chapters, cultural stimulation on college campuses and promotes in surrounding communities interest in literature and the English language;
- Fosters all aspects of the discipline of English, including literature, language, and writing;
- Promotes exemplary character and good fellowship among its members;
- Exhibits high standards of academic excellence;
- Serves society by fostering literacy.

Epsilon Iota, the local chapter, was reactivated in November 2005 after having been inactive for several years.

Membership requirements include the following:

- The student must be majoring or minoring (or the equivalent) in the discipline of English.
- The student must have a minimum of two college courses in English language or literature beyond the usual requirements in freshman English.
- The student must have a B or equivalent average in English.
- The student must rank in the highest 35% of his/her class in general scholarship (a B average is acceptable).
- The student must have completed at least three semesters or five quarters of college course work.
- The student must be currently enrolled as a graduate or undergraduate student.

English majors and minors who meet the above requirements will be invited to join Sigma Tau Delta.

If you have questions about Sigma Tau Delta, you may visit its website at www.english.org or contact Dr. Stormer, the local chapter advisor.

*And you read your Emily Dickinson,
And I, my Robert Frost;
And we note our place with bookmarkers
That measure what we've lost*
PAUL SIMON

Harmony

Harmony, the literary/art magazine of Culver-Stockton College, came into existence in 1977. It has maintained a tradition of excellence and distinction since 1983 when the staff first entered its annual issue in national competition and received an award for "Outstanding Photography" from the American Scholastic Press Association (ASPA). Since then, the magazine has seen numerous changes and improvements in layout and has received many honors and awards, including the "Most Outstanding Magazine" of 1994 from ASPA. The 2006 issue of *Harmony* received a first-place Gold Circle Award from Columbia Scholastic Press for Black-and-White Cover Design. *Harmony's* contributors and staff members have also become serious competitors for prestigious individual Gold Medal Awards, presented each March at Columbia University (the sponsor of CSPA) in New York City.

Student contributors are eligible for Culver-Stockton's Guy Cooper Poetry Awards, presented annually for the two best poems published in *Harmony*.

Students interested in working on *Harmony* should enroll in English 216C: Practicum in Campus Literary Magazine or English 416C: Advanced Publication Practicum.

The faculty advisor is Dr. Hammer.

The e-mail address is harmony@culver.edu, and the website is <http://www.culver.edu/academics/divisions/artsandsciences/english/harmony/>.

*The poet can only write the poems; it takes the reader to
complete the meaning.*

NIKKI GIOVANNI

Employment Opportunities

The obvious careers for English majors are writing and editing positions in any kind of publishing arena--whether with a major house or with a company's public relations department--and teaching positions at the middle school/junior high and high school levels. (Language arts teachers will always be in demand.) An English major is also excellent preparation for graduate studies in English, library science, and professional programs in law or ministry. For those who might want to pursue college teaching, secondary-education certification is *not* required (although it is not unusual for aspiring college professors to teach at the secondary level while completing graduate degrees in English), but having a master of arts (MA) and a doctor of philosophy (PhD) is mandatory.

But what about the less obvious careers?

The possibilities are limited only by a person's imagination.

Students who combine an English major with another major or a minor in another field increase the career possibilities further. Common combinations include art, business, communication, history, music, psychology, religion and philosophy, and theatre.

Numerous web sites are available to help English majors with career possibilities and other areas of interest. Some of the more useful ones are the following.

- <http://owl.english.purdue.edu> - This is the Online Writing Center at Purdue University. This site offers free assistance on writing, research, MLA, and APA style sheets.
- <http://teacher2b.com/> - A veteran English teacher developed and has maintained this site. It is primarily aimed at serving student teachers and teachers in their first years of service.
- <http://www.bluffton.edu/eng/careers> - As the address implies, this is a source for careers with a major in English.
- <http://www.englishclub.com/> - This web site provides resources for English as a second language learners or for people who do not use standard American English dialect but wish they could.
- <http://www.mla.org> - The Modern Language Association is one of the oldest professional associations for people interested in language. Access to some of the resources require a membership to the organization.
- <http://www.onestopenglish.com/> - This web site has information for English education majors. It contains a collection of lesson plans, job listings, a forum, a listing of free resources, and many other kinds of useful information.
- <http://www.ncte.org/> - This web site belongs to the National Council of Teachers of English. It is one of the most definitive, peer-reviewed sites providing resources and information to English teachers at the elementary, secondary, and college levels. Much of the background information is applicable to undergraduate literature and language study even outside of teacher education. Access to some information requires a membership to the association.

- <http://www.teachingenglish.org.uk/> - This web site is for English teachers in the United Kingdom. Resources here are interesting although not always directly applicable to American public schools.
- <http://www.uncwil.edu/stuaff/career/Majors/english> - This is another site for locating career opportunities in English.
- <http://www.webenglishteacher.com/> - This web site has won numerous awards not only for content but also for web site design and functionality. The site was developed and is still run by a teacher.
- <http://www.writers.net> - This is a web site for writers, editors, publishers, and agents. Joining this site is free.
- <http://www.writersdigest.com> - *Writer's Digest* is one of the premier professional magazines for writers. This web site contains high-quality resources for writers as well as advice on getting published. Some of the resources require a subscription, but some information is available to nonsubscribers. A free Internet newsletter is available for those for are interested.
- <http://www.writing.com> - This web site provides free or paid memberships to anyone interested in creative writing. Each membership includes an online writing portfolio, numerous writing tools, e-mail services, and the chance to meet and bond with other creative writers. Paid memberships receive more complex services.

For trivia buffs, a partial list of famous people with English degrees includes Alan Alda, Russell Baker, Dave Barry, Gwendolyn Brooks, Johnny Carson, Chevy Chase, Tom Clancy, Mario Cuomo, Matt Damon, Harrison Ford, and Paul Simon.

My task which I am trying to achieve is, by the power of the
written word, to make you hear, to make you feel--
it is before all, to make you *see*.

JOSEPH CONRAD

Internships

One way students can prepare themselves for finding that first job after graduation is by doing an internship. C-SC offers two kinds of internship experiences: exploratory and professional. Both offer academic credit and require a faculty sponsor, academic assignments, and division approval. After completing one semester at C-SC, all students who have earned at least a 2.00 cumulative grade point average are eligible to enroll in an exploratory internship for 1-3 credit hours. Professional internship eligibility requires second-semester junior or senior standing and a 2.50 or higher cumulative grade point average.

Internship possibilities are available for English majors. English education majors have a built-in internship with the student teaching that is normally done during the senior year, but internship opportunities are available for the English major as well. These include the following:

- Public relations work in local businesses
- Library work at a local library or back home during winter break or summer break
- Legal clerk in a law office
- Journalism work at a local newspaper
- Writing or reading tutor

Students interested in completing either type of internship should meet with Janice Pillay, Coordinator of the Career/Internship Center, in the Gladys Crown Student Center.

*When clever people ask me where
I get a poem, I despair.
I'm apt to tell them in New York.
I think I get it via stork
From some extinct old chimney pot.*
ROBERT FROST

Oral Exam Guidelines

Examiners

- All three full-time English faculty will participate in the oral exam for each student enrolled in English 490: Senior Seminar.
- The examiners will test students in three categories:
 - Literary terminology
 - Literary periods
 - Authors/works
- The examiners will insure that the three categories are covered in approximately equal portions.
- The examiners will provide the students with a short list of basic questions in advance that will be used to begin the oral exam.
- The examiners will determine individually the rating for students and will then meet to reach a consensus rating.
- Three ratings will be used:
 - High pass - the student did an outstanding job of responding to questions and displaying knowledge; equivalent to an A
 - Pass - the student did a satisfactory job of responding to questions and displaying knowledge, perhaps with some prompting; equivalent to a B/C
 - Unsatisfactory - the student did not respond to questions satisfactorily; either the student required extensive prompting to provide answers or was unable to respond at all
- One unsatisfactory rating from any faculty member during the first round means the student must retake the oral exam.
- Students will be notified within two instructional days of their rating by the professor teaching English 490.

Examinees

- Each student will be examined in the three categories listed above.
- Students will be provided with a short list of basic questions in advance that will be used to begin the oral exam.
- Each student will have two opportunities to pass the oral exam.
- The first round will be during the week following the fall mid-term and will last an hour.
- If a student's performance is unsatisfactory, the second round will be during the fall final exam week and will last an hour.
- Students who have an unsatisfactory rating after the second round will have their semester grade for English 490 lowered two letter grades.

Checklist for a Major in English

36 Hours Required

Required Courses (18 hours)

_____	Eng 220	World Roots of British Literature	3 hrs.
_____	Eng 221	World Roots of American Literature	3 hrs.
_____	Eng 222	British Literature	3 hrs.
_____	Eng 223	World Roots of Contemporary Literature	3 hrs.
_____	Eng 245	Literary Theory	3 hrs.
_____	Eng 490	Senior Seminar	3 hrs.

Elective Courses (At least 18 hours)

3 Hours in Novel

_____	Eng 313	The English Novel	3 hrs.
_____	Eng 314	The American Novel	3 hrs.
_____	Eng 315	The Contemporary Novel	3 hrs.

3 Hours in Language

_____	Eng 324	History of the English Language	3 hrs.
_____	Eng 325	Modern English Grammar	3 hrs.

3 Hours in Authors and Periods

_____	Eng 425	Major Authors	3 hrs.
_____	Eng 450	Period Studies	3 hrs.

6 Hours in Writing

_____	Eng 217	Introduction to Creative Writing	3 hrs.
_____	Eng 301	Fiction Workshop	3 hrs.
_____	Eng 302	Poetry Workshop	3 hrs.
_____	Eng 381	Critical Reading, Critical Writing	3 hrs.

3 Hours from Electives at the 300-400 Level

_____	Eng ____	_____	3 hrs.
-------	----------	-------	--------

Eng 109, Eng 110, and FYE may not be counted toward this major.

English Major

Suggested Four-Year Course Schedule
Beginning with an Even-Year Fall Semester
(Odd-Year Fall Semester on Reverse Side)

Freshman Year

<u>Even Fall</u>		<u>Odd Spring</u>	
FYE 101: Writing and Exploring Ideas	3	ENG 220: World Roots of British Literature	3
		ENG 245: Literary Theory	3
FRN 105 or SPN 105	3	FRN 106 or SPN 106	3

Sophomore Year

<u>Odd Fall</u>		<u>Even Spring</u>	
ENG 217: Introduction to Creative Writing ¹	3		
ENG 221: World Roots of American Literature	3	ENG 222: British Literature	3
ENG 314: The American Novel ²	3	ENG 301: Fiction Workshop ¹	3
ENG 324: History of the English Language ³	3	ENG 313: The English Novel ²	3

Junior Year

<u>Even Fall</u>		<u>Odd Spring</u>	
ENG 223: World Roots of Contemporary Lit.	3		3
ENG 315: The Contemporary Novel ²	3	ENG 381: Critical Reading/Thinking ¹	3
ENG 325: Modern English Grammar ³	3		
ENG 450: Period Studies ⁴	3	ENG 425: Major Authors ⁴	3

Senior Year

<u>Odd Fall</u>		<u>Even Spring</u>	
ENG 302: Poetry Workshop ¹	3		
ENG 490: Senior Seminar	3		

¹ Students must take six hours from ENG 217, ENG 301, ENG 302, and ENG 381.

² Students must take ENG 313, ENG 314, or ENG 315.

³ Students must take either ENG 324 or ENG 325.

⁴ Students must take either ENG 425 or ENG 450.

*It took me fifteen years to discover I had no talent for writing, but I couldn't
give it up because by that time I was too famous.*

ROBERT BENCHLEY

English Major

Suggested Four-Year Course Schedule
Beginning with an Odd-Year Fall Semester
(Even-Year Fall Semester on Reverse Side)

Freshman Year

<u>Odd Fall</u>		<u>Even Spring</u>	
FYE 101: Writing and Exploring Ideas	3	ENG 245: Literary Theory	3
FRN 105 or SPN 105	3	FRN 106 or SPN 106	3

Sophomore Year

<u>Even Fall</u>		<u>Odd Spring</u>	
ENG 217: Introduction to Creative Writing ¹	3	ENG 220: World Roots of British Literature	3
ENG 315: The Contemporary Novel ²	3		3

Junior Year

<u>Odd Fall</u>		<u>Even Spring</u>	
ENG 221: World Roots of American Literature	3	ENG 222: British Literature	3
ENG 302: Poetry Workshop ¹	3	ENG 301: Fiction Workshop ¹	3
ENG 314: The American Novel ²	3	ENG 313: The English Novel ²	
ENG 324: History of the English Language ³	3		

Senior Year

<u>Even Fall</u>		<u>Odd Spring</u>	
ENG 223: World Roots of Contemporary Lit.	3	ENG 381: Critical Reading/Writing ¹	3
ENG 325: Modern English Grammar ³	3	ENG 425: Major Authors ⁴	3
ENG 450: Period Studies ⁴	3		
ENG 490: Senior Seminar	3		

¹ Students must take six hours from ENG 217, ENG 301, ENG 302, and ENG 381.

² Students must take ENG 313, ENG 314, or ENG 315.

³ Students must take either ENG 324 or ENG 325.

⁴ Students must take either ENG 425 or ENG 450.

*A good novel tells us the truth about its hero; but a bad novel tells us
the truth about its author.*

G. K. CHESTERTON

Checklist for a Major in English Education

35 Hours Required

Required Courses (18 hours)

_____	Eng 220	World Roots of British Literature	3 hrs.
_____	Eng 221	World Roots of American Literature	3 hrs.
_____	Eng 222	British Literature	3 hrs.
_____	Eng 223	World Roots of Contemporary Literature	3 hrs.
_____	Eng 245	Literary Theory	3 hrs.
_____	Eng 490	Senior Seminar	3 hrs.

Required English Education Courses (14 hours)

_____	Eng 210	American Adolescent Literature	1 hr.
_____	Eng 211	Literature of American Ethnic Groups	1 hr.
_____	Eng 217	Introduction to Creative Writing	3 hrs.
_____	Eng 324	History of the English Language	3 hrs.
_____	Eng 325	Modern English Grammar	3 hrs.
_____	Eng 420	Teaching of Writing	3 hrs.

Elective Courses (3+ hours at the 300-400 level)

_____	Eng ____	_____	3 hrs.
-------	----------	-------	--------

Eng 109, Eng 110, and FYE 101 may not be counted toward this major.

Education Certification Requirements

_____	Psy 101	Self-Awareness and Human Relations	3 hrs.
_____	Psy 201	Child/Adolescent Development	3 hrs.
_____	Edu 150	Foundations of Education	3 hrs.
_____	Edu 249	Sophomore Early Field Experience	1 hr.
_____	Edu 325	Psychology/Education of Exceptional Children	3 hrs.
_____	Edu 335	Teaching Reading in the Content Area	2 hrs.
_____	Edu 349	Junior Early Field Experience	1 hr.
_____	Edu 401	Student Teaching in the Secondary School	10 hrs.
_____	Edu 402	Methods in Secondary Subject Area: English	2 hrs.
_____	Edu 404	Tests and Measurements	2 hrs.
_____	Edu 420	Classroom Organization and Management	2 hrs.

Students must also complete both one biology course and one physical or earth science course, one of which must have a lab component.

Middle School Certification Endorsement

_____	Edu 350	Middle School Curriculum and Instruction	3 hrs.
_____	Edu 355	Middle School Philosophy	3 hrs.
_____	Edu 307	Teaching of Reading	
		or	
_____	Edu 419	Teaching Remedial Reading	3 hrs.

Students must also complete two science courses.

*I don't think critics should change; only our attitude toward
them. Poor things, nobody reviews them.*

JOHN STEINBECK

English Education Major

Suggested Four-Year Course Schedule
Beginning with an Even-Year Fall Semester

Freshman Year

<u>Even Fall</u>		<u>Odd Spring</u>	
FYE 101: Writing and Exploring Ideas	3	ENG 245: Literary Theory	3
		ENG 220: World Roots of British Literature	3
FRN 105 or SPN 105	3	FRN 106 or SPN 106	3
PSY 101: Self-Awareness and Human Relations	3	PSY 201: Child/Adolescent Development	3

****ALL PARTS OF THE C-BASE TEST MUST BE PASSED BY THE END OF THIS YEAR.****

Sophomore Year

<u>Odd Fall</u>		<u>Even Spring</u>	
ENG 217: Introduction to Creative Writing	3		
ENG 221: World Roots of American Literature	3	ENG 222: British Literature	3
EDU 150: Foundations of Education	3	EDU 249: Sophomore Early Field Experience	1

Junior Year

<u>Even Fall</u>		<u>Odd Fall</u>	
ENG 223: World Roots of Contemporary Lit.	3	ENG 300-400 elective ¹	3
ENG 325: Modern English Grammar	3		
ENG 210: American Adolescent Literature	1		
ENG 211: Lit. Of American Ethnic Groups	1		
		EDU 325: Psych./Educ. Of Except. Child.	3
		EDU 349: Junior Early Field Experience	1

****STUDENTS SHOULD HAVE THE PRAXIS SUCCESSFULLY PASSED BY THE END OF SPRING****

Senior Year

ENG 324: History of the English Language	3	EDU 335: Teaching Reading in Content Area	2
ENG 420; Teaching of Writing	3	EDU 401: Student Teaching in Sec. School	10
ENG 490: Senior Seminar	3	EDU 404: Tests and Measurements	2
EDU 402: Methods in Sec. Sub. Area: English	2	EDU 420: Classroom Measurement/Manage.	2

¹The student needs to take one three-hour English elective at the 300-400 level.

NOTE 1: Students seeking secondary school certification must include as part of their Culver-Stockton EXP course work one biology course and one physical or earth science course, one of which must have a lab component.

NOTE 2: Students seeking middle school certification endorsement must also complete these additional courses: EDU 350, EDU 355, and either EDU 307 or EDU 419.

English Education Major

Suggested Four-Year Course Schedule
Beginning with an Odd-Year Fall Semester

Freshman Year

<u>Odd Fall</u>		<u>Even Spring</u>	
FYE 101: Writing and Exploring Ideas	3	ENG 245: Literary Theory	3
FRN 105 or SPN 105	3	FRN 106 or SPN 106	3
PSY 101: Self-Awareness and Human Relations	3	PSY 201: Child/Adolescent Development	3

****ALL PARTS OF THE C-BASE TEST MUST BE PASSED BY THE END OF THIS YEAR.****

Sophomore Year

<u>Even Fall</u>		<u>Odd Spring</u>	
ENG 217: Introduction to Creative Writing	3	ENG 220: World Roots of British Literature	3
ENG 325: Modern English Grammar	3	ENG 300-400 elective ¹	3
EDU 150: Foundations of Education	3	EDU 249: Sophomore Early Field Experience	1

Junior Year

<u>Odd Fall</u>		<u>Even Spring</u>	
ENG 221: World Roots of American Literature	3	ENG 222: British Literature	3
ENG 324: History of the English Language	3	ENG 300-400 elective ¹	3
ENG 420: Teaching of Writing	3		
EDU 402: Methods in Sec. Sub. Area: English	2	EDU 325: Psych./Educ. of Except. Child.	3
		EDU 349: Junior Early Field Experience	1

****STUDENTS SHOULD HAVE THE PRAXIS SUCCESSFULLY PASSED BY THE END OF SPRING****

Senior Year

<u>Even Fall</u>		<u>Odd Spring</u>	
ENG 210: American Adolescent Literature	1	EDU 335: Teaching Reading in Content Area	2
ENG 211: Lit. of American Ethnic Groups	1	EDU 401: Student Teaching in Sec. School	10
ENG 223: World Roots of Contemporary Lit.	3	EDU 404: Tests and Measurements	2
ENG 490: Senior Seminar	3	EDU 420: Classroom Measurement/Manage.	2

¹ The student needs to take one three-hour English elective at the 300-400 level.

NOTE 1: Students seeking secondary school certification must include as part of their Culver-Stockton EXP course work one biology course and one physical or earth science course, one of which must have a lab component.

NOTE 2: Students seeking middle school certification endorsement must also complete these additional courses: EDU 350, EDU 355, and either EDU 307 or EDU 419.

*If I read a book and it makes my whole body so cold no fire
can ever warm me, I know that is poetry.*

EMILY DICKINSON

Checklist for a Minor in English

Minor in Creative Writing

18 Hours Required

_____	Eng 216C/416C	Practicum in Literary Magazine	3 hrs.
_____	Eng 217	Introduction to Creative Writing	3 hrs.
_____	Eng 301	Fiction Workshop	3 hrs.
_____	Eng 302	Poetry Workshop	3 hrs.
_____	The 316	Playwriting	3 hrs.

3 Hours in Language

_____	Eng 324	History of the English Language	3 hrs.
_____	Eng 325	Modern English Grammar	3 hrs.

Minor in English

18 Hours Required

3 Hours in Early Literature

_____	Eng 220	World Roots of British Literature	3 hrs.
_____	Eng 221	World Roots of American Literature	3 hrs.

3 Hours in Later Literature

_____	Eng 222	British Literature	3 hrs.
_____	Eng 223	World Roots of Contemporary Literature in English	3 hrs.

3 Hours in Language

_____	Eng 324	History of the English Language	3 hrs.
_____	Eng 325	Modern English Grammar	3 hrs.

9 Hours from English Electives at the 300-400 Level

_____	Eng ____	_____	3 hrs.
_____	Eng ____	_____	3 hrs.
_____	Eng ____	_____	3 hrs.

And I need a break, so I want to be a paperback writer.

PAUL MCCARTNEY

Alumni

Class of 2009

Brandi Belford

Alison Schmidt

Class of 2008

Ruthie Fulton
Will Gard
Melissa Goehl
Michelle Marek

Sara Naslund
Sara Rhum
Katie Truster

Class of 2007

Nathan Carter
Kellen Craig
Kathy McDandel
Shaina Mountain

Holly Reiter
Wilhelmina McLafferty
Carolyn Schoon
Julie Wright

Class of 2006

Nicole Abel
Jaime Fox
Mary Kennedy

Brendan Mann
Peter Van Cleave

Class of 2005

Kassidy Allen
Staci English
Cat Farago

Amy Flesner
Kacie Stout

Class of 2004

Tricia Bordewick
Michael Fannin
Sarah Holst

Becky Powell
Anna Talbot

Class of 2003

Jason Warren

Use the right word, not its second cousin.

MARK TWAIN