

SELF-STUDY OF THE LITERATURE AND LANGUAGE PROGRAM

STOCKTON STATE COLLEGE----1981

The Literature and Language Program (LITT/LANG) has been selected to undergo self-study this year as part of an ongoing college-wide programmatic self-study schedule. This report is a result of that process.

The Program used the categories suggested by the Office of Academic Affairs to research and write initial statements which were then discussed, revised, and assembled by the coordinator into a coherent form to be presented to the consultants.

This document, then, represents a compendium of our judgments about the nature of what we do, our position vis a vis the missions and goals of the College, and possible directions for future efforts.

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DESCRIPTION OF THE CURRICULUM

GENERAL CONSIDERATIONS

Any analysis of the Literature/Language curriculum at Stockton must take place within the context of the entire college curriculum. In most colleges and universities in the United States, programs or Departments of Literature and/or Language have three major responsibilities to meet in constructing their curriculum: (1) to offer courses designed primarily for Literature and/or Language majors; (2) to offer service courses to meet college wide distribution requirements and (3) to offer skills courses in writing and communication, sometimes to fulfill other all-college requirements. Although the Literature/Language faculty at Stockton is involved in meeting these last two responsibilities in terms of courses offered and expenditures of teaching time, this involvement is not reflected in the LITT/LANG curriculum. Due to the peculiar structure and organization of the all-college curriculum at Stockton, a large share of the courses actually offered by the LITT/LANG faculty do not appear as a part of the LITT/LANG curriculum but as part of the curriculum in General Studies which is organized as a separate division of the college. Thus, service courses satisfying the General Education distribution requirements of the college which are offered by the LITT/LANG faculty, appear as part of the General Studies curriculum, as do basic skills courses, writing courses, and most courses dealing with communication skills. Each faculty member is obligated by contract to offer two courses per year in the various categories of the General Studies curriculum.

What would appear, then, to be a relatively large faculty with the potential to offer a very rich and varied curriculum in Literature and Language is a statistical illusion. The number and variety of Literature and Language courses in the curriculum is severely limited by the above considerations. Such limitations make the primary objective of the program to be the construction of a curriculum that will provide a sound undergraduate program of studies for those students actually majoring in Literature and/or Language.

And since the number of students choosing the LITT/LANG major is relatively small, (compared to some of the other programs) as is true of most colleges and universities, and since there is considerable administrative pressure to keep the size of most classes close to capacity, and since most students do not enroll in LITT/LANG courses to satisfy General Studies distribution requirements, it is necessary to further limit the number of courses in the curriculum so that enrollment objectives can be met. Consequently, the problem the LITT/LANG faculty faces is how to accomplish the objective of providing a sound undergraduate training for its majors with a relatively small number of class courses.

THE CORE LITT/LANG CURRICULUM

The LITT/LANG curriculum reflects the fact that the LITT/LANG program is not an English department, a French Department or a Modern Languages Department; it is a program offering a selection of courses in which Literature and Language in a broad sense, are the primary objects of study. Literature and Language have many things in common, but it is clear that they are not identical; therefore, the curriculum must reflect the commonality of interest as well as the differences. For this reason, the LITT/LANG curriculum has a common core as well as two tracks - the Literature Track and the Language Track.

THE COMMON CORE

As the attached program guide shows, four courses taught on a regular basis are required for both Literature track and Language track majors. These four courses (16 semester hours) emphasize the commonality of the two tracks of study and form the core of the LITT/LANG curriculum. The first core course, Literary Methodology is an introduction to literary theory and method. This course is fundamental to the study of literature and language at Stockton because it underscores the fact that the subject of study is not a particular national literature such as English, American, or European, but a body of imaginative, linguistic artifacts that transcends national boundaries, requiring specialized methodologies for interpretation and understanding. The course

attempts to undercut whatever literary parochialism may exist in the students and to demonstrate those qualities in literature that transcend linguistic barriers.

The next two core courses, The Literary Tradition, I & II, are courses which although centering upon specific works of Literature in the Western tradition, again attempt to demonstrate the non-parochial nature of literature. The works studied range from Classical Greek and Roman works, major medieval and Renaissance writers, up to and including nineteenth and twentieth century "classics". The emphasis is upon transcending national and ethnic boundaries, and important works from European, British and American writers are studied in terms of how they reflect, deviate from, or contribute to the Western literary tradition. An assumption underlying the two courses is that there is a Western literary tradition that begins in Greece and Rome which is manifested in the works of the major European and American authors.

The fourth core course, Senior Seminar I, provides an opportunity for students in both tracks to bring to bear the whole range of literary studies they have pursued. The focus of the course is again on criticism and theory, but on a much more advanced level than the first core course. Students are encouraged to refine and develop their own literary methodologies as they prepare for the comprehensive examination based on the reading list (see appendix). Each student is responsible for having completed a reading list of works by the major European and American writers.

In addition to this common core of specific courses there is the requirement that students in the literature track have at least two courses (8 semester hours) in either a foreign language or in linguistics, thus underscoring the fact that the curriculum is composed of both literature and language.

This core curriculum then represents the attempt by the LITT/LANG faculty to reflect those elements common to the study of both language and literature at Stockton and in so far as possible to de-emphasize narrow national and parochial considerations.

THE LITERATURE TRACK

The literature track of the curriculum requires, in addition to the common core described above, two additional specific courses: Literary Criticism and Senior Seminar II. These courses are designed for those students whose interests

are more literary than linguistic, and the first is a course that examines what it means to take literature as a serious object of study. Again the focus is more upon the theory and practice of literary scholarship, the definition of key terms, and the process of literary criticism rather than upon any particular body of literature. The final specifically required course in the curriculum, Senior Seminar II, is basically a course in applied research methodology in which the student is required to produce a paper on a specific literary topic demonstrating his/her ability to use the critical, analytical and research techniques necessary in sound literary scholarship. Each of these courses is offered every year.

The remainder of the courses in the curriculum of the literature track are in the elective category, and they represent various organizations of specific works of literature. As the program guide indicates, no particular course in any of the categories is required, but a total of four courses (16 semester hrs.) in the elective categories is required. Two of the categories, American Literature Survey & English Literature Survey, are in reality part of a single category, survey courses, and a revised program guide will reflect this. The point of this categorization of courses is to demonstrate the different ways the study of literature can be organized and to allow the student as much choice as possible to discover and pursue the approach most congenial to his/her interests and temperament. Thus the survey courses examine the two major national literatures in English in terms of the chronological sequence and focus on the developmental process; the genre courses examine literatures in relation to the major genres of fiction, poetry and drama; the major authors courses focus on one or two major, individual authors; and the period courses focus on the styles and characteristics of particular literary periods. Some courses in these elective categories are offered each term, and every attempt is made to insure that particular courses in each elective category are offered at least once in every two year cycle. Thus American Lit Surveys I & II are offered one year, English Lit Surveys I & II the following year, Introduction to Dramatic Literature, Introduction to Poetry, and Introduction to Fiction are offered on a rotating basis; at least one and usually two studies in a major author are offered each term, and each year Shakespeare is offered.

Other authors who have been studied in such courses have included Blake, Yeats, Faulkner, Joyce, Melville, Thomas Hardy, T. S. Eliot, Cervantes and Chaucer. The period courses are similarly offered, usually one each term and have included Medieval English Literature, English Literary Renaissance, Restoration and 18C British Literature & English Romantic Movement; the attempt is made to offer the major period courses on a two year cycle, but limitations on available faculty have made it difficult to do so on a regular basis. Most of the major authors courses, with the exception of Shakespeare, and all of the period courses are offered as small group tutorials, and they can only be offered as part of the faculty's non-class course teaching load. Major authors and period courses are also frequently offered as Independent Studies for students who have an interest in a particular author or period.

Courses in the remaining categories of electives, Creative Writing, and Studies in Language are also offered each term. Creative Writing courses in fiction writing and poetry writing are cross-listed with the Arts program. Studies in Language are courses in ancient or modern language, Linguistics, History of the English Language, or Advanced Composition and Rhetoric for the Humanities.

Finally the Literature curriculum contains occasional courses which are aimed primarily at students from other disciplines who may be interested in a literature course designed around a particular topic or theme. These include such courses as Modern Women's Literature, Literature of the American Indian.

THE LANGUAGE TRACK

The language track consists of courses in the study of foreign languages as well as in linguistics and the history of language. The language track curriculum regularly offers courses in Latin, French, and Spanish at beginning, intermediate, and advanced levels so that language students have the opportunity to develop proficiency in any of these three languages. Language majors are required to take in addition to the four common core courses, at least 16 semester hours (4 courses) above the elementary level and to demonstrate proficiency in at least one foreign language. Students in the language track are also responsible for part of the reading list and must pass the language section of the comprehensive examination (see appendix). The curriculum is designed

primarily to fulfill this responsibility for language majors.

Limitations upon faculty teaching time make it impossible to offer, on a regular basis, language courses beyond the advanced level, but independent study & tutorials are available for those occasional students who wish to pursue their language training beyond the third year level.

Courses in beginning and intermediate German, Yiddish, and Chinese are also offered on a semi-regular basis, but are not ordinarily considered as options for language majors. Such courses are primarily service courses for students wishing to gain some training in the language; but lack of faculty precludes the possibility of offering courses in such languages on an advanced level. In fact, the German & Chinese language courses are taught either by adjuncts or by faculty from other divisions of the college.

In addition to the courses in foreign languages, the language track offers a fairly wide selection of courses in the theory and history of language and linguistics. English Grammar & Syntax, English as a Second Language, and Advanced Composition & Rhetoric for the Humanities are offered every year, whereas Introduction to Linguistics and History of the English Language are offered in alternate years. Again, lack of faculty precludes the possibility of offering advanced courses in linguistics, although independent study on an advanced level is available.

Whereas the primary objective of the language track is to provide sound undergraduate training for the language major, it is also true that many of the courses in the track could be considered service courses for the non-major. Introduction to Linguistics is a required core course for Speech Pathology and Audiology Program. The English Grammar & Syntax course is designed primarily for students seeking certification as English or language teachers. English as a Second Language is a service course for students whose native language is other than Standard English. The beginning and intermediate foreign language courses attract students who wish to learn a foreign language as an adjunct to their major field of study.

But language courses, like Literature courses, do not count as a part of the college-wide distribution requirements in General Studies and therefore the non-majors who enroll in them must do so purely as electives. Since for

B.A. candidates only eight courses (32 credits) are free electives and for B.S. candidates only four (16 credits), the college-wide curriculum severely restricts many students from electing language or literature courses.

It is important to point out that there is no college-wide requirement for foreign languages. The Program feels that there should be a commitment by the institution and by the Arts and Humanities to the study of language. A newly designed service course - Introduction to Literature - will be offered beginning the Fall of 1981.

ADMISSIONS

Although official college policy is to admit applicants solely on the basis of class rank, SAT and ACT scores, and other assessments of academic strength, rather than according to intended program and institutional quotas, in actual practice, much can be done during the recruitment and follow-up procedures to increase the number of applicants in a given area. Both the approximately 7,000 "lead cards" gathered during on-the-road recruitment by our Admissions Staff in the fall and the SAT "Search" (17,000 names and addresses by intended major) provide a big source for follow-up contact, as do the approximately 20,000 requests for information received by the Admissions Office each year. Even though, to quote our Director of Admissions, Nancy Iszard, students tend to look for programs "readily translatable into marketable careers," not traditionally a characteristic of LITT/LANG or any liberal arts field, the potential pool of applicants appears to be extensive enough to significantly enhance LITT/LANG Program numbers, were proper marketing techniques applied. It is only this year, however, that acquisition of a \$20,000 Wordprocessor has supplied the necessary technical support to make targeting specific low-enrollment programs feasible. The Wordprocessor can potentially raise program visibility in a variety of ways: specific letters can now be sent to potential applicants, relevant high school department chairmen, "Search"-identified majors within a given field, etc., without the massive input of secretarial time and hence financial resources previously required. As of this writing, ARHU, the division containing the LITT/LANG Program, is specifically slated for top priority in the development of appropriate marketing strategies. It is quite clear that LITT/LANG in particular needs this sort of support: a total of thirty applicants admitted to Stockton for the Fall Term intended a LITT/LANG major; of these, only twelve actually registered. The last three years (since 1978) have seen a decline in the total number of LITT/LANG majors--less than 1% of the Stockton enrollment. Thus the clearest priority in terms of LITT/LANG admissions has to do with numbers.

ADMISSIONS (Cont'd)

In this connection, the High School Poetry Contest, originally funded by the LITT/LANG Program and now under the aegis of the ARHU division, serves as a step in the right direction. The 400 entries to the 1980 contest provides some measure of the success of this activity in raising the Program's visibility during its two year existence, initially in the South Jersey area and now state-wide. Inviting the three winners to a Visiting Writer's poetry reading in order to present the awards serves the dual purpose of recognizing and rewarding excellence, while acquainting some of the state's most gifted students with Stockton and with the LITT/LANG Program. Further efforts like this may foster not only greater numbers but also greater quality, surely both desirable goals for the program's admissions.

EVALUATION AND RECOMMENDATIONS

Both the LITT/LANG Program and the college need to focus attention on attracting a greater number of qualified students into the program sequence. The institution, through the Admissions Office in conjunction with the ARHU Dean's Office, is developing and implementing marketing strategies targeting intended majors through high school English and foreign language departments, and directly through SAT "Search" lists, Admissions recruiters' "lead cards" and other sources.

The program should vigorously explore a variety of means to raise its visibility, both on and off campus. Closer coordination with other programs to develop more interdisciplinary concentrations such as, for example, a communications major, should be considered. Efforts such as the Poetry Contest, designed to attract top quality high school students to campus, should be fostered. Possibly competitive foreign language events such as exams or speaking contests would serve this purpose without placing excessive demands on the already limited resources of funds and faculty time.

ADVISING

Background Information

Originally, Stockton had a two-part advising system. Each student was assigned a Program advisor and a General Studies advisor. This fairly cumbersome, and ultimately unsuccessful system, was established to equalize the two curricula in the College political structure and to assure that students "designed" their General Studies courses according to some shaping concept.

Very shortly after the College's opening, however, the system faltered and was replaced by a more traditional single advisor serving both functions. That single system prevails today with one important exception: freshman advising.

Freshman advising is done by a separate cadre of self-selected advisors who advise mostly Freshmen whether they have declared a major or not. This arrangement, it is felt, provides each beginning student with a trained, concerned advisor to guide a student's initial choices. When the student declares a major (usually sometime during the Sophomore year) a Program advisor is assigned.

Present Policies

The Literature and Language Program has advising responsibilities for three types of students: Sophomores who are declaring LITT/LANG as their major, transfer students (usually Juniors), and students seeking secondary school certification in English. The first two types have specific needs which are not, however, particular to LITT/LANG.

Transfers, for example, have their transcripts evaluated in detail to ascertain which Program requirements they may have met and to assign the transferred courses to Program or General Studies categories. The overall credit awarding is made by the College Student Records Office; the detailed assignment is made by the Preceptor.

Non-transferring students present somewhat less complex needs. These students are, generally, known to Program members. The purposes of advising for these students is, initially, to make sure that they get started early on our lower level requirements (e.g. Introduction to the Study of Literature and

ADVISING (Cont'd)

Present Policies (Cont'd)

Literary Criticism) and that they begin to construct a set of appropriate cognate courses. The Preceptor is also responsible to advise the student on meeting the "distribution requirement" in General Studies.

Students seeking Secondary School Certification in English have interests which require very specific advice. These students are assigned to one faculty member who is knowledgeable and skilled about state certification requirements. For at least seven years, this type of advising has been assigned to the linguist and teacher education specialist in the Program.

The Literature and Language Program has a "gateway" procedure in place for informing new majors about the Program and for assigning them to Program Preceptors. The Program Guide states the procedure clearly:

All intended majors are required to consult with the Program Coordinator prior to declaration of their LITT/LANG major. The Program Coordinator will explain the nature of the program and its specific requirements and will certify students formally for admission to the program and assign Program Preceptors.

Upon declaration of the major, all students will be provided a copy of the LITT/LANG required reading lists by the Program Coordinator. Transfer students who wish to major in Literature and Language should contact the Program Coordinator before the beginning of their first term at Stockton.

And finally:

Under no circumstances will the Program Coordinator sign the "Preceptor/Program" declaration card until first having been advised of the student's writing ability.

This is a clear enough set of procedures to assure student contact with the requirements of the Program and to assure that the student be assigned a Program Preceptor.

ADVISING (Cont'd)

These procedures, however, are not consistently followed. For some students, they may not be followed at all. The primary reason for abridging these procedures seems to be a casual decentralization. On the whole, this may not be negative. The only problems created would be inconsistent information for new majors and lack of centralized record keeping.

It could also produce uneven numbers of major advisees among the LITT/LANG faculty. A recent set of figures provided the Program by Academic Advising illustrates our advising responsibilities.

The average number of advisees in ARHU is 15.6; the average in LITT/LANG is 17.7. This is the highest average in the Division.

Some Program faculty advise more than the average, however, because they are also Freshmen advisors. This double role is spread throughout the Program.

<u>Faculty</u>	<u>Number of Advisees</u>
*R. Burton	31
*G. Enscoe	19
K. Fox (1st year faculty member)	13
N. Grasso	13
*J. Hollis	14
*P. Klukoff	23
F. Mench	12
M. Pardo (1st year faculty member)	7
*K. Tompkins	29
*Freshmen Perceptor	

The Substance of Advising

Advising in LITT/LANG is little different from advising in any other major. Clearly, the first concern is how and when the major is meeting Program requirements. Advising for the LANG component or for high school certification is somewhat more specialized but is taken care of by designated and highly skilled faculty.

Once the requirements have been laid out, each student major receives guidance in selecting the remaining major courses and cognates. Programmatic advice probably varies. There are faculty, for example, in the Program who

ADVISING (Cont'd)

The Substance of Advising (Cont'd)

cannot conceive of a LITT major without Shakespeare. There are others in the Program who do not urge students into the Shakespeare course. The Program seems comfortable with both advising postures.

There is another type of advice which Program faculty are asked to provide -- career advice. It is here that Program philosophy and procedure need clarity and restatement.

Clearly, the more traditional graduate school goal is no longer desirable except for outstanding students. If the Program is going to serve its majors in terms of career planning, it needs to educate itself about the marketplace and specifically how its majors can prepare for alternate careers.

This would probably entail a revision of the upper levels of Junior/Senior courses. Ideally, students would take a "capstone" course in the Junior year, so that deficiencies could be attacked in the Senior year. At this time, strategies could be worked out for laying the foundation of career planning.

Ideally, also, the problem of career planning ought to be attacked on a divisional level. Larger institutions are developing separate career planning advising programs for arts/humanities majors. Their success should be an indication to us that a parallel effort should be begun at Stockton especially if we expect our graduates to compete in the marketplace.

Conclusions and Recommendations

Generally, the advising procedures work well on an individual level. The Program needs to return to its stated advising requirements or it needs to remove those statements from the Program Guide.

The Program probably ought to think through junior/senior course experiences and Program responsibilities for bringing its faculty up to date on modern career choices. A junior year "hurdle" probably ought to be established to catch individual course planning deficiencies.

Finally, the Program ought to lead the way in establishing specialized career planning for ARHU majors. Models from other institutions are readily available and ought to be adopted for Stockton.

SPECIAL STUDENT OPPORTUNITIES

1. Graduate study. Especially during the past three years the Literature and Language Program has been able to advise and to assist all of our graduates who intended to pursue their education so that they were accepted by excellent graduate schools. (e.g. Columbia, Stanford, Syracuse, Penn State, University of Pennsylvania, Rutgers, Rhode Island)
2. Occasionally the Program or individual advisors have arranged for internships for upper-class students who wish to enter related fields, e.g. print journalism, television, library and museum science, and research in privately held archives. However, most students at Stockton who desire such experience choose the Liberal Arts Degree in order to concentrate in a field of study that is not offered by a degree program.
3. There is a continuing demand for our outstanding seniors to function as tutors in writing in the Skills Center; this arrangement has been eminently satisfactory to the Skills Center and also provides a constant source of tutors to whom instructors in the Literature and Language Program may refer students who need specific assistance above the Skills level.
4. Literature students are heavily represented on the staff of the student newspaper, The Argo, and on the staff of the annual literary publication, The Stockpot. In addition, there is a demand for participation in the operation of the Stockton radio station that has not been filled.

COGNATE AREAS

As the 1980-1981 Bulletin states, once LITT/LANG majors have completed their basic track requirements they are permitted to complete the rest of their "64 program credits in related (cognate) studies, normally within the Faculty of Arts and Humanities, or as elective courses in the LITT/LANG Program, or both." This means that a Literature or a Language major can take 16 credit's worth of such courses in programs like Studies in the Arts, Historical Studies, Philosophy & Religion or others that might be deemed relevant by the student's advisor and the program coordinator. This gives the LITT/LANG Program a seemingly attractive and unique flexibility. Students at Stockton have had the opportunity to put their literary studies in a variety of unusual and potentially rewarding perspectives, and they have taken advantage of it, as the following table - a percentile comparison of the courses taken outside of the LITT/LANG Program by graduating majors in 1975 and 1979 - would seem to suggest.

% OF COURSES IN OTHER PROGRAMS TAKEN BY LITT/LANG GRADUATES

	75 Graduates	79 Graduates
ARTS	26.1	8.9
ANTHRO	3.6	3.8
BIOL	1.2	-
BUSINESS	1.2	-
CRIM	-	1.2
EDUC & TDEV	40.2	28.2
ENVL	1.2	3.8
HIST	6.0	8.9
INFO	2.4	1.2
MATH	1.2	-
PHIL	1.2	11.5
POLS	3.6	5.1
PSYC	4.8	7.6
SOCY	-	7.6
SPAD	1.2	-

But, as this comparison demonstrates, the manner in which they have been taking advantage of this opportunity poses a problem. What are we to do about

COGNATE AREAS (Cont'd)

the movement of students away from the courses offered by the Arts Program and towards those offered by the Psychology, Anthropology, Sociology, and Political Science program?

In spite of the increase in Philosophy and History courses there has been an overall decline in the percentage of ARHU courses taken by LITT/LANG majors from 33% in 1975 to 29.3% in 1979. This is not drastic but it should be a cause for some concern, especially when one notes that the share of SOBL courses has risen during the same period from 12% to 24.1%. Students have been moving away from at least one of the traditional cognates (the Arts) and towards psychology, anthropology, and sociology, and political science. No doubt this trend reflects a combination of factors. Preceptors have been urging students to investigate these fields and students have been urging preceptors to let them do this. And certainly there is much to be gained from such correlations of literary and social behavioral studies, but nobody, I am sure, would want this to take place at the expense of the Arts. The manner in which LITT/LANG faculty have been advising majors needs to be re-examined with this in mind.

Another problem directly related to cognates concerns the role of foreign languages within the LITT/LANG Program. While students have been taking SOBL courses in increasing numbers, the share of Language and Linguistic courses has declined. When it is computed into the above table the results are not encouraging. In 1975, 29.9% of the courses taken by LITT majors was in this area; in 1979 that figure dropped to 27.7%. How are we to explain this stagnation? One need only look at the LITT/LANG Program requirements.

So far as Literature track students are concerned, the study of foreign languages is, effectively speaking, a cognate. It is a cognate because these students who make up almost all of those involved in the Program, can choose to substitute the study of linguistics for the study of a foreign language.

There are two issues at stake here. Is linguistics a substitute or an alternative to the study of foreign languages? And, what would happen to the Literature track's flexibility if foreign language study were made mandatory? These are questions that need to be seriously dealt with. The Literature track requirements imply that English is the language of literature. And even if a

COGNATE AREAS (Cont'd)

student should elect to take the optional two terms of foreign language study it is evident that little could be accomplished. It simply takes more time to learn how to use a language -- certainly not less than four terms. The truth is that foreign language study, if it were treated as it should be -- as a requirement for all literature students -- would eliminate the flexibility that cognates give the Program. There would not, under the existing arrangement, be room for both. What then do we want, a totally Anglocentric approach to literature which allows the student to explore what extra-literary disciplines have to offer, or one which takes into account the intrinsic value of non-English literatures but which leaves no time for cognates? Apparently the former course is already being tacitly followed. It should be explicitly stated. Only then could its wisdom be assessed.

Foreign languages and linguistics suffer from the same lack of explicitness that prevails in the area of cognates. Some may feel that vagueness allows for flexibility, that more requirements or more explicit guidelines would rob the program of this flexibility. But what is the value of a flexibility that allows the LITT/LANG Program to say that it is not an English program when its requirements concerning foreign languages make it something not too far removed from that? And what is the value of vagueness in defining cognates when it allows each individual preceptor to impose his or her notion of relatedness on preceptees and creates confusion among students? Can guidelines be devised that enhance the Program's flexibility and that do not reinforce the equivocal position of the foreign languages? This is the question that faces us in the immediate future.

TESTING

1. The curriculum itself is so arranged as to provide for continuous testing and evaluation, i.e. the entry course emphasizes critical methodology for one semester and the application of critical methodology during the second semester. A reading list is required and may be completed individually or through an elective tutorial course that provides motivation and testing for reading comprehension. The most important test takes place late in the first semester of the senior seminar; each student is required to pass a comprehensive examination based upon the reading list in order to be granted credit for Senior Seminar I. Those who fail may take a re-test during the second semester of the senior seminar.
2. All prospective majors must submit evidence of basic writing skills before acceptance with the Program; writing proficiency is continuously tested by traditional means, such as essay answers and semester papers, and by non-traditional means such as participation in the college-wide Writing Across the Curriculum (WAC). Because this is the experimental year for WAC courses, few have been so designated.

CAREER RESULTS

The following description and evaluation is based on the information received from forty LITT/LANG Program alumni who graduated from Stockton between 1973 and 1979 (of a total of 183), and who responded to the Self-Study Alumni Survey. Twenty-two (55%) are female, and eighteen (45%) are male.

Of these forty alumni, ten (25%) are now enrolled in or have already completed a graduate or professional program. Four of them (53.8%) report that their Stockton education prepared them "extremely well" for graduate school; three (38.5%) that they were "moderately well" prepared, and two (7.7%) that they were "not very well prepared" for graduate school.

Thirty-two alumni are now working: twenty-six (65%) full-time, and 7 (17.5%) part-time. Two (5.0%) are looking for work, and five (12.5%) are not looking for work. Of those who hold a job (either full-time or part-time), eight (22.9%) report that their work "is directly or closely related" to the program they majored in at Stockton. Twelve (34.3%) indicate that their work "is somewhat related" to their studies in LITT/LANG, and fifteen (42.9%) that their work is not related to their major. In addition, eight (40.0%) state that their program preparation at Stockton was "very helpful" for their present job; ten (50%) that it was "moderately helpful"; and two (10%) that it was "not very helpful".

When asked whether their Stockton degree had helped them to obtain their present position, thirteen (39.4%) answered that their "degree was required"; five (15.2%) that their "degree helped considerably"; six (18.2%) that their "degree helped somewhat"; and nine (27.3%) that their degree did not help at all.

As to the annual salary, it ranges from under \$6,000 to \$20,000 - 24,999. Six (17.6%) are paid under \$6,000; eight (23.5%) between \$6,000 and \$9,999; nine (26.5%) between \$10,000 and \$11,999; five (14.7%) between \$12,000 and \$14,999; three (8.8%) between \$15,000 and \$19,999; and three (8.8%) between \$20,000 and \$24,999.

CAREER RESULTS (Cont'd)

In conclusion: the above information comprises only a segment of the whole picture of career results. Since many of our LITT/LANG graduates did not answer the survey, it is not possible at this time to give a complete description of career results. However, through the survey as well as from personal contacts that most of us in the LITT/LANG Program have maintained with our former students, it is safe to say that the majority of LITT/LANG alumni are involved in some type of work or graduate studies related to their major. As regards those students who specialized in foreign languages, specifically Spanish and/or French, most of them are now teaching in high school; others are pursuing careers in the Air Force, hotel management, law and social work, where their foreign language skills are essential. This is especially true in the case of those who are already working or plan to work with the Hispanic communities of New Jersey.

CO-CURRICULAR ACTIVITIES

The co-curricular activities of the LITT/LANG Program reflect both the general make-up of the program and the orientation of the student body in being predominantly weighted on the LITT side. While two language clubs, French and Spanish, exist and have flourished in the recent past, conducting a variety of cultural and ethnic entertainment activities which won involvement and support in the wider Stockton community, the present groups have apparently limited their sights to entertaining their own memberships in a more social manner. This year, for example, the French Club is using its Student Activities funding for a hosteling trip to Canada, although even this project has not attracted a substantial degree of support from the club membership. The apparent change in direction can be attributed to a factor affecting all collegiate co-curricular activities--the shifting constituency caused by the graduation of key members. Another factor that may prove critical in view of the nature of the total Stockton community is faculty support. The current LANG faculty members are sufficiently over-burdened by program and general studies requirements as to effectively bar their commitment of time and effort to co-curricular activities. However, a student body composed largely of commuters, many of whom hold outside employment, tends to require both the impetus and the continuity supplied by faculty support, especially in the hiatus occurring after the graduation of a strong leadership cadre. The question is simply one of priorities; given greater personnel resources, the LANG faculty would be in a better position to offer more than guidance and expertise to the language clubs, but the primary concerns of the present faculty must needs place course offerings before co-curricular activities.

On the LITT side, the emphasis has been on recognition of student effort and achievement. Stockpot, the Stockton literary journal funded by Student Activities out of College Activities Fees, has for several years provided a creative writing outlet for students both internal to the LITT/LANG Program and in the wider college community. Every spring, the editors, in collaboration with creative writing faculty member Stephen Dunn, draw together the best of the submitted material to produce a first-rate literary journal which won state-wide recognition for excellence in 1978. Stockpot's high standards provide a continuing challenge and incentive for those students who possess the

CO-CURRICULAR ACTIVITIES (Cont'd)

necessary talent and motivation; for many, it represents their first opportunity to publish. It is hoped that Stockpot will continue to expand its base of contributors; increased encouragement of students by the LITT/LANG faculty might further this end.

Until last year, the LITT/LANG Program also sponsored the Visiting Writers Series, bringing outstanding poets to campus for workshops and college-wide readings. According to the Creative Writing teacher, the list of previous participants reads like a "who's who" in American poetry and includes several Pulitzer Prize and National Book Award winners, names like W. D. Snodgrass, Donald Justics, Gary Snyder, Adrienne Rich, William Gass and Mona Van Duyn. The Series continues to be actively supported by the Program and provides students with a valuable opportunity to interact with outstanding people in the field of creative writing.

Further recognition of LITT/LANG students is provided at the yearly faculty-student reception in the spring, primarily in honor of graduating seniors, when awards are presented in three categories:

1) Outstanding Critical Paper, 2) Outstanding Creative Writing (with separate awards being given for fiction and poetry, when warranted), and 3) Outstanding Student. A reception will be held in the spring in line with the Program's aim of increasing emphasis on co-curricular activities and fostering increased faculty-student interaction. In the same vein, it was recently proposed that LITT/LANG sponsor a Stockton branch of the national English honor society Sigma Tau Delta, but no action has yet been taken on this proposal, possibly because of the same constraint which limits all the Program's co-curricular activities--prior commitment of faculty time to other endeavors.

EVALUATION

As a small program, LITT/LANG offers its students a frequently overlooked advantage: a high degree of personal and social interaction with the faculty. A variety of formal and informal social events, from the program-wide receptions to Senior Seminar wine-and cheese parties, further foster this close relationship.

Future areas of emphasis might include: 1) closer coordination with and greater support for the creative writing professor's efforts with the literary magazine Stockpot, the Poetry Contest, and the Visiting Writers Series; 2) further consideration of sponsoring a Stockton branch of one of the national English or foreign language honor societies; and 3) more faculty support for existing co-curricular activities, such as Latinos Unidos or the French Club. This last goal must remain unrealizable as long as the college provides only two full-time faculty lines to handle almost all the foreign language needs of the entire student body--an enormous burden which effectively bars our LANG faculty from any co-curricular involvement.

LITT/LANG FACULTY (See Appendix - for curricula vitarum.)

A. Full-time members of Literature and Language Program

(faculty classified for budget purposes as LITT/LANG who participate fully in program meetings and contribute regularly to the teaching of the courses listed in the program guide.)

- A. 1. Royce Burton, Ph D, American Lit/English (University of Texas); Associate Professor of Literature; American Literature, especially Faulkner; Victorian Literature and Culture; Criticism & Methodology; Archetypes
2. Gerry Enscoe, Ph D, Rhetoric (University of Washington); Professor of Literature; Romantic period; Modern British; Blake, Yeats & Joyce; ecology
3. Karen Fox, M.A., Education/Linguistics (TESL) (University of Michigan); Instructor in Linguistics & English Education; Linguistics, Syntax; English Teaching Methods.
4. Norma Grasso, Ph D, in English & Hispanic Literatures (Indiana University); Associate Professor of Spanish; Spanish Language and Literature, especially Cervantes; Latin-American Short Story; Theater of the Spanish Golden Age; The Modern Novel.
5. Jim Hollis, Ph D, in English Literature (Drew University); Associate Professor of Literature & Philosophy; modern literature; comparative literature; literature and philosophy, history of ideas, and the fine arts; Jungian psychology.
6. Phil Klukoff, Ph D, in English Literature (Michigan State University); Professor of Literature; 18th century English literature; literary criticism; Yiddish language and literature; Jewish literature.
7. Fred Mench, Ph D, in Classics (Yale University), Associate Professor of Classics; Classical languages, literatures and civilizations, especially Classical Epic, Greek Tragedy & Greek mythology; the mystery story; Greek and Latin elements in English.
8. Mateo Pardo, Ph D, in French Literature (Northwestern University); Assistant Professor of French; French and Spanish languages and literatures; the modern novel in France, Great Britain, Spain, and Latin America; Balzac & Henry James.
9. Ken Tompkins, Ph D, in English Literature (Indiana University); Professor of Literature; Medieval Literature, esp Chaucer; Renaissance literature, esp Shakespeare; literary criticism; fantasy literature.

LITT/LANG FACULTY (See Appendix - for curricula vitarum.) (Cont'd)

B. Special Lecturers in The Literature and Language Program

(administrators and faculty assigned to programs other than LITT/LANG who contribute occasional courses in various areas as their time or our budget permits)

Note that Burnham & Rose, being full-time administrators, can teach only on an overload basis - at the cost to LITT/LANG of an adjunct. Dunn offers creative writing regularly. Dugan offers a course every year, O'Brien 1 course of German per term.

- B.1. Chris Burnham, Ph D, English & American Lit (University of Rhode Island); Director of Writing; Developmental Composing Process Theory; American Literature, especially Whitman & Contemporary Literature (Administrator).
 2. Penny Dugan, Ph D cand, English Education (Rutgers University); Instructor in English; writing and composition; women's literature (Faculty of General Studies).
 3. Steve Dunn, MA, Creative Writing (Syracuse University); Associate Professor of Creative Writing; Poetry and Fiction Writing; 20th Century American Poetry and Fiction (ARTS program).
 4. Mike Rose, Ph D, in Comparative Literature (University of Michigan): Director, Performing Arts Center, Comparative literature; Romanticism, German language and literature. (Administrator)
- C. In addition there are other people on campus in other programs and divisions who have literary or linguistic skill that could be tapped by the program, (see evaluative section & appendix--) but rarely for class courses, the exception being Bob Dixon (BMCO), who gives Chinese, and Yitzhak Sharon (PHYS), who gives Hebrew. Neither of these languages figure in a LANG track.

EVALUATIVE SECTION - FACULTY

LITT/LANG has 9 Full-Time members, (versus 14 in 1974 - 1975) and 5 special lecturers. The movement of Stephen Dunn to ARTS represented some loss to the program, but he continues to teach essentially what he taught before, creative writing. The loss of the Spanish/French position that accompanied the non-retention of Francesco Moreno has, on the other hand, had a major impact since now all French and Spanish must be offered by Mateo Pardo and Norma Grasso, plus adjuncts, which has a consequent effect on what other program courses they can offer. The loss of the German position with the movement of Barney Milstein to INFO (and then out) meant that German was not given at all. For the first time in 4 years German (beginning level) has returned to the curriculum via an adjunct in F 80 and Barbara O'Brien in S 81. Russian has not been a part of the curriculum since the departure of Marcia Satin in 1977.

What this means is that LITT/LANG has been hurt by loss of lines, but the LANG part hardest hit. It would seem that simple concern for the image of Stockton as a credible college would dictate that German be available on a regular basis and above the beginning level. An appointment in German - Spanish, German - French or German - Russian would help the LANG curriculum immeasurably by bringing back a full set of German language offerings and either lightening the Spanish or French load of Grasso or Pardo or putting Russian back into the curriculum.

There are people already on campus who could be drawn on to help fill out a Russian area: Karen Fox, who would however have to cut into her linguistics courses.

Ingrun Lafleur, who would have to be paid as staff overload.

Anatole Milstein, who could do either language or literature but above first year and probably as a tutorial

The other people on campus who could or do* lend a hand in LITT/LANG courses, though generally only in the tutorial or independent study mode.**

In German, Jim Martin (BIOL) - conversational or scientific German (IS)

Spanish, Joy Moll (INFO) (IS)

Italian, Novella Keith (SOCY)

Hebrew, Yitzhak Sharon* (PHYS) class course

Chinese, Bob Dixon* (BMCO) class course

Anne Birdwhistell, literature in translation or advanced language (IS)

Kiswahli, Steve Johnson (ANTH) (tutorial)

EVALUATIVE SECTION - FACULTY (Cont'd)

In literature Nancy Ashton (PSYC) women's literature (IS)

Paul Lyons (SOCY), American Lit, esp. Philip Roth, Politics
& Utopias

Jamie Cromartie (Center for Environmental Research), Readings,
seminar & esp reading or writing about nature

William Gilmore (HIST) American Lit 1750 - 1865

Richard Colby (BIOL) H. L. Mencken (Tut)

**See appendix - for curricula vitarum

But for any of these people outside LITT/LANG the demands of their own programs and of General Studies severely restrict the time they can or could give to a LITT or LANG acronym course. They are people to draw on from time to time but are not generally included in our planning.

NOTES ON ADMINISTRATION OF LITT/LANG

To describe the administration of the Literature and Language Program in the last few years the following points must be established.

1. We are a Literature and Language Program and not a Department of English.
2. As all programs in the college we have autonomy over our curriculum.
3. We have no budgetary control.

The program itself, under the leadership of the coordinator, determines its curriculum and designs its curricular offerings in two year cycles. Because we are not, nor ever were meant to be, a department of English, we neither have been, nor are we, responsible for fielding courses in composition. The Dean of the Faculty of Arts and Humanities suggested that the program be responsible for fielding such courses but the program preferred to retain its character as a literature and language program.

With regard to hiring and the preservation of faculty lines, the program has only functional responsibility. We may select candidates for interviews, interview them, and choose among them, always under the close supervision of the Dean. But more important is the fact that the program has dwindled in number from sixteen to nine over the past five years, and our creative writer has been shifted from our program to ARTS. He is, thus, a nominal member of the program now, simply ensuring that our creative writing track is a credible one.

On matters of budget -- again, we may recommend. We cannot control a budget clearly earmarked for Literature and Language.

BRIEF SURVEY OF LIBRARY HOLDINGS

A brief, initial survey of our Library Holdings in most of our major teaching areas (represented by Library of Congress subject catalog Headings) is revealing but not positive.

The data supplied by the Library was basically a shelf list in the Headings from PQ1---to PS 3570. The list was also keyed by the American Library Association's recommended holdings for undergraduate libraries. Data was compiled and compared for both listings.

The grand total of holdings in the categories listed above is 11,479. The grand total of recommended text is 1032 or 11%. The figures look like this:

SUBJECT HEADING	TOTAL HOLDINGS PER CATEGORY	TOTAL ALA RECOMMENDED TEXTS
PQ1--PQ3989 French Literature	1385	169
PQ4001--PQ4880 Italian Literature	106	10
PQ6001--PQ8920 Spanish Literature	1228	30
PR1___--PR9890 English Literature	4645	469
PS1___--PS3570 American Literature	4054	347

The following table summarizes the percentage of the total number of texts that are recommended by the ALA.

SUBJECT HEADING	PERCENTAGE OF TOTAL RECOMMENDED BY ALA
French Literature	8%
Italian Literature	9%
Spanish Literature	40%
English Literature	10%
American Literature	12%

These figures strongly suggest that the Program ought to increase its purchase of ALA recommended titles. A more coordinated buying tactic ought to be followed. The Program should locate critical areas (i.e., areas of heavy library use linked to our courses) and limit its purchases pretty much to those areas. The specific figures for sub-categories is appended.

FUTURE OF THE PROGRAM - FIVE YEAR PROJECTION

The Literature and Language Program has reached a plateau. It can probably be maintained as it is which is no slight achievement. Our majors are entering graduate schools of choice, obtaining employment in the area, and, for students seeking secondary school certification, competing successfully in that market.

Our courses are now scheduled on a two-year cycle, and though the language teachers are stretched a bit thin, our courses are well taught. We seem to be holding about the same number of majors -- about 80 -- and they seem to be of a better quality each year.

Though we are heavily tenured, as a Program, all of us are involved in research and/or professional development. We enjoy the particular kind of teaching relationships with our students which Stockton offers. It is the primary reason why we first came here and why we stay.

There are, then, many clear achievements which the Program can point to. We are meeting our goals and should be recognized for our contributions to the College Community.

There are, however, a number of concerns which we should turn our attention to. The primary one has to do with class enrollments and increasing the number of our majors. There is no clear solution--and certainly none which the Program can implement itself.

The problem, of course, is the declining popularity of the Humanities. The College has plans to identify certain areas of the College as "Target" programs for special attention. We hope that LITT/LANG will be so identified. We are ready to assist in any way that we can to follow up admissions contacts and to encourage enrollments in the College and in our classes.

Our present curriculum is primarily designed for continued study in the Humanities or as a basis for a professional career. The number of majors and the number of enrollments is loosely but clearly linked. It would be far better if we specifically designated a sector of our curriculum as "service" oriented. This would dissolve the link between enrollments and majors so that we could concentrate on each separately. For example, it seems fairly clear that the Language Faculty ought to make a concerted and long term effort to attract business majors (the largest single group of majors at the College--some 500 in number) into language classes. They will, of course, never be majors, but they will help

FUTURE OF THE PROGRAM (Cont'd)

us deal with the ubiquitous counting of enrollments on the part of the administration. The same sort of activity ought to be going on in the Literature component. What particular shape these service courses would take needs to be determined: a communications track, the nature of language track, a pre-professional track, etc.

The Program as a whole needs to educate itself to the market and then, after analyzing its resources, develop segments of its curriculum designed to service those markets and career choices. Our majors can and will be taught with the present Literature and Language tracks.

The Language segment of the curriculum is not as viable as it should be. Since 1976 the Program has been reduced by two faculty lines to the present two. Enrollments are relatively solid in the beginning courses, but they drop off in the advanced courses. This is, surely, more evidence of the enrollment/major link. Students want language exposure for awhile but have no intention of becoming LITT/LANG majors. There is, of course, no easy solution. One thing the language component needs is a higher profile in the College. There is no direct support between the Program and the Hispanic students/organizations. For example, there is no formal activity between the Language Faculty and other segments of the college curriculum. Both Language teachers are fully occupied already. It is hard to expect them to devote even more time to designing and implementing a college-wide program to increase enrollments.

Perhaps the way to handle the situation is to release one of the two instructors from one or two courses in a term to devote to the whole problem. We need to explore what other schools are doing or have done to develop our present resources on this campus, and to create liasons with admissions and surrounding schools and industries. What is being suggested is a frontal attack on this problem, with clear college support, with a clear charge from the Program, the Division, and the College, and with a clear recognition that it is nationwide, difficult, and requires a wide systemic solution.

In fact, the whole Program could profit from a higher profile in the College and in the wider community. For example, we have not participated recently in a single activity of the New Jersey College English Teachers Association. We have only sporadic contact with high school English departments and no official

FUTURE OF THE PROGRAM (Cont'd)

liason with Community Colleges in this part of the State. This latter is unfortunate because about half of our majors are transfer students from the Community Colleges. Here again, a clear pattern of activities and support needs to be outlined, agreed upon, and then implemented.

Clearly, we cannot jeopardize our primary responsibilities to the College. We, can, however, change the priorities of our other activities. We can also produce clear plans to fulfill these newly defined goals.

Finally, and this is a relatively minor point, the role of the coordinator is basically that of a titled "Paper-Pusher". The task requires attention to detail, some leadership, and a cooperative personality. This is probably the way it should be. The Program needs, however, to clearly and absolutely rotate all of the Faculty through the position. No coordinator ought to serve for more than two years and each Faculty ought to expect to serve his/her turn.

The Program is, then, in good shape. We are not at a cross-road or a turning point or a shattering decision. We have worked hard, have achieved a good deal, and we ought to be genuinely pleased with our decade of service. Having celebrated that decade, however, we ought to get on with the business of facing the next decade. The challenges are certainly clear enough.

REPORT ON ENGLISH EDUCATION

In 1977, Stockton reconstructed its teacher education programs in order to have them meet the needs of the college and the state certification bureau more completely. The reconstituted teacher education (EDUC) program has sought to work cooperatively with the LITT/LANG faculty and some of its students in order to produce some highly qualified teachers for the public schools of New Jersey. With the hiring of a specialist in English education, jointly appointed by the LITT/LANG program and the Office of Teacher Education, significantly improved communication and cooperation has resulted in the preparation of highly qualified teachers for local secondary schools.

Within the last five years, the number of students earning certification as public school teachers has dropped, particularly with the improvement of evaluation and admission criteria. LITT/LANG assists in the evaluation of potential teachers of English by giving program recommendations to the Director of Teacher Education for all undergraduates seeking initial certification in English. These recommendations are either positive or negative and receive serious attention in the Teacher Education Office. The program's English Education specialist, Ms. Karen Fox, also individually reviews student files to insure that their background in education and the areas of English taught in the schools are sufficient and appropriate. Due to the strengthened standards, and the great publicity of the surplus of teachers of English, the number of students earning certification has dropped significantly. The number of students certificated (that is, earning certification as teachers from Stockton's Approved Program in English Education) are as follows:

A/Y 78- 6 students
A/Y 79- 6 students
A/Y 80- 3 students
A/Y 81- 4 students

The college recognizes that this is a small number, but feels that its obligation is to produce a few highly qualified teachers of English rather than a large number of mediocre teachers. At the same time, the LITT/LANG program

REPORT ON ENGLISH EDUCATION (Cont'd)

and the EDUC Office are trying to make sure that qualified students who are really interested in teaching do earn certification at Stockton. This is particularly important, since there is a growing shortage of Teachers of English in the public schools.

Students graduating from our program in English education have virtually all gotten full time teaching positions, if they have sought them. Students have gotten teaching positions in Atlantic County (such as in Atlantic City High School, the Greater Egg Harbor Regional district, Mullica Township, Pleasantville) and in districts outside of the area and the state. Other former students are teaching in private elementary or secondary schools and one has taken time out to raise her family. The Office of Teacher Education has repeatedly received calls from school administrators seeking our graduates to be teachers in area schools in numbers far exceeding the number of students we are producing in English education.

Although our program is small, it is economical in that the English education students take the majority of education classes with other education students in different fields. Only the English methods course and student teaching is done solely by English education faculty. Ms. Fox, our English education specialist, teaches English methods and supervises student teachers. The supervision activity is counted toward fulfilling the ECH load in her small English methods class, and the enrollments balance. Since Ms. Fox also teaches linguistics for the college, and participates in General Studies and E.S.L. work, her teaching load is fully occupied and is economically not disadvantageous to the college.

Until Spring 1980, Stockton offered a small Spanish education program. It was discontinued following consultations by the Office of Teacher Education with the LITT/LANG faculty in Spanish, the Dean of Arts and Humanities, and appropriate college administrators as well as with the Teacher Education Associated Faculty. The program in Spanish education was terminated because of the unusually low interest in Spanish education (only two students in the last four years) and the loss of the teaching position held by the previous Spanish education faculty member in LITT/LANG. Without the services of a full time faculty member who is qualified to teach Spanish methods and supervise occasional

REPORT ON ENGLISH EDUCATION (Cont'd)

student teachers of Spanish, it was impossible to continue the sequence in Spanish Education while meeting state and national standards in Spanish Education.

In April 1981, the college's Teacher Education programs, including that in English education, are to be reviewed by an accreditation team sponsored by the N.J. State Department of Education, composed of college and school teachers, state education department personnel, a representative from the Department of Higher Education, and one or more individuals from outside of the state. The Office of Teacher Education feel very confident that the English Education program will be reapproved for another five year period.

LITERATURE AND LANGUAGE

READING LIST

PLEASE NOTE:

All students majoring in Literature and Language will be held responsible for the forty documents on the Core Reading List.

In addition, students concentrating in Anglo-American literature, foreign languages and literature, linguistics, or creative writing will be held responsible for the documents listed for each concentration.

The Comprehensive Examination given at the conclusion of the first semester of the Senior Seminar will be based upon both the Core list and the list appropriate to the student's concentration within the Program.

CORE READING LIST

CLASSICAL

Homer, The Odyssey
Sophocles, Oedipus Rex
Aristotle, Poetics
Plato, Apology
Virgil, Aeneid
The Bible:

OT Genesis
Exodus
Ruth
I & II Samuel
I & (II Kings)
(Esther)
Job
Psalms 1, 2, 8, 19, 23, 24, 37, 46, 90, 91, 100, 121,
122, & 137.
Proverbs 1, 2, 7-11, 15, 17, 20, 22, 26, 27
Ecclesiastes
Song of Solomon
Isaiah
Daniel
Jonah

NT The 4 Gospels
Acts
II Corinthians
Revelation

Apocrypha Susanna & The Elders

BRITISH AND EUROPEAN

Dante, L'Inferno
Chaucer, Canterbury Tales
Shakespeare, Hamlet
Cervantes, Don Quixote
Moliere, Le Misanthrope
Milton, Paradise Lost
J. Donne (poems): "Canonization"
"The Sun Rising"
"Valediction: Forbidding Mourning"
"Holy Sonnets 7, 10, 14"
"Hymn To God, the Father"
"Go and Catch a Falling Star"
"The Ecstasy"
"Good Friday"
"Riding Westward"
"Valediction: of Weeping"

(BRITISH AND EUROPEAN *continued*)

- Pope (poems): "Rape of the Lock"
"Essay on Criticism"
- Swift, Gulliver's Travels
- Voltaire, Candide
- Goethe, Faust
- Blake (poems): "The Tyger"
"London"
"Garden of Love"
"Chimney Sweeper" (Innocence and Experience)
"Holy Thursday" (Innocence and Experience)
"Marriage of Heaven & Hell"
- Wordsworth (poems): "Tintern Abbey"
"Intimations Ode"
"Expostulation and Reply"
"Lucy Poems" (5)
"The World Is Too Much With Us"
"Westminster Bridge"
- Coleridge (poems): "Rime of the Ancient Mariner"
"Kubla Khan"
- Keats (poems): "Ode on a Grecian Urn"
"Ode to a Nightingale"
"La Belle Dame Sans Merci"
"To Autumn"
"Chapman's Homer"
"When I have Fears"
"Bright Star"
- Shelley (poems): "Ode to the West Wind"
"Skylark"
"Ozymandias"
"Hymn to Intellectual Beauty"
- Flaubert, Madame Bovary
- Dostoevsky, Crime and Punishment
- Joyce, Ulysses
- Kafka, The Trial
- Baudelaire, Les Fleurs du Mal
- Camus, The Stranger
- Yeats (poems): "Sailing to Byzantium"
"Leda and the Swan"
"Lapis Lazuli"
"The Second Coming"
"Easter, 1916"
"The Wild Swans at Coole"
"Under Ben Bulbin"
"The Lake Isle of Innisfree"
"Crazy Jane and the Bishop"
"Among School Children"

(BRITISH AND EUROPEAN *continued*)

T.S. Eliot (poems): "The Love Song of J. Alfred Prufrock"
"The Wasteland"
Borges, Labyrinths

AMERICAN

Thoreau, Walden
Hawthorne, The Scarlet Letter
Melville, Moby-Dick
Whitman, Leaves of Grass
Dickinson (poems): "Success is Counted Sweetest"
"I Taste a Liquor Never Brewed"
"Soul Selects Its Own Society"
"Much Madness is Divinest Sense"
"I Heard a Fly Buzz..."
"I Like to See It Lap..."
"There is a certain slant of light"
"Because I could not stop..."
"A Narrow Fellow in the Grass"
"I Never Saw a Moor..."
"I Died for Beauty"
"My Life Closed Twice..."
"Tell all the Truth, but..."
"After Great Pain..."

Faulkner, The Sound and the Fury
Hemingway, A Farewell to Arms
Frost, poems
Twain, Huckleberry Finn

ANGLO-AMERICAN READING LIST

BRITISH

Fielding, Tom Jones
Austen, Pride and Prejudice
Dickens, Great Expectations
Browning (poems)
Hardy, Jude the Obscure
Conrad, Heart of Darkness
Shaw, Ste. Joan
Lawrence (selected short fiction)
Thomas (poems)
Auden (poems)

AMERICAN

Emerson, Essays
Poe, Tales
James, Portrait of a Lady
Fitzgerald, The Great Gatsby
Steinbeck, The Grapes of Wrath
O'Neill, Long Day's Journey Into Night
W.C. Williams (poems)
Wallace Stevens (poems)

LINGUISTICS READING LIST

Ferdinand de Saussure, Course in General Linguistics (available in paperback)

Edward Sapir, Language: An Introduction to the Study of Speech (available in paperback)

Leonard Bloomfield, Language

H. A. Gleason, An Introduction to Descriptive Linguistics revised edition

Otto Jespersen, Language: Its Nature, Development, and Origin (available in paperback)

William LaBov, Sociolinguistic Patterns

Dell Hymes, Ethnography of Speaking

Ed T. Hall, Historical Linguistics

Dwight Bolinger, Aspects of Language

J. A. Fodor, M. F. Garrett, T. G. Bever, The Psychology of Language

CREATIVE WRITING READING LIST

Points of View, edited by Moffett & McElhenny

The Young American Poets, edited by Paul Carroll

The American Poetry Anthology: Poets Under Forty, edited by
Halpern

Making It New, edited by Chace & Chace

Naked Poetry, edited by Berg & Mezey

The Short Story, edited by Taylor

The Writer's Craft, edited by Hersey

The Branch Will Not Break, by James Wright

The Book of Nightmares, by Galway Kinnell

Sleepers Joining Hands, by Robert Bly

Contemporary American Poets, edited by Strand

The Modern Tradition, edited by Howard

The Craft of Poetry, edited by Packard

Crow, by Ted Hughes

The AEC of Reading, by Pound

CLASSICS READING LIST

As much as possible should be read in the original; all should be read at least in translation. The full works of the historians would be desirable as would more plays of each dramatist mentioned.

GREEK

Homer, Iliad

Greek Lyric: Lattimore selection

Aeschylus, Oresteia

Sophocles, Antigone; Philoctetes

Euripides, Medea, Hippolytus; Bacchae

Aristophanes, Lysistrata, Frogs

Herodotus: I & VIII

Thucydides: I, II, & VII

Plutarch, Caesar; Antony; Pericles; Theseus (in Lives)

LATIN

Terence, Brothers

Plautus, Menaechmi, Miles Gloriosus

Juvenal: Satires 1, 3, 4, 6, 10

Horace, Odes Books 1-3, Satires I 1-5 and 9-10, II 1, 5, 8

Ovid, Metamorphoses I, Amores I, Heroides 1, 7, 10, 12

Catullus: Lesbia cycles and 1 & 101

Livy I, XXI, XXII

Lucretius: I, III, V

Suetonius, Augustus

FRENCH READING LIST

Chrétien de Troyes, Yvain ou Le Chevalier au Lion

Rabelais, Pantagruel (selections)

Montaigne, Essays (selections)

Corneille, Le Cid

Racine, Phèdre

Mme de La Fayette, La Princesse de Clèves

Rousseau, Les Confessions (selections)

Balzac, Le Père Goriot

Stendhal, Le Rouge et le Noir

Proust, Du côté de Chez Swann

Sartre, La Nausée

Robbe Grillet, Les Gattes

Beckett, En Attendant Godot

Pascal, Les Pensées (selections)

Victor Hugo (selections)

SPANISH & LATIN AMERICAN LITERATURE

READING LIST

Cervantes, Don Quijote

Cantar Del Mio Cid

Fernando de Rojas, La Celestina

Lazarillo De Tormes

Lope De Vega, Fuenteovejuna

Tirso De Molina, El Burlador De Sevilla

Calderón De La Barca, La Vida Es Sueño

Pérez Galdós, Misericordia

Unamuno, San Manuel Bueno, Mártir OR Niebla

García Lorca, Yerma OR Bodas de Sangre

Quiroga, Borges, Cortázar, Donoso, et. al., Cuentos Latino Americanos

Varios Autores, Selecciones De Ensayo De España Y América

Varios Autores, Selecciones De Poesía De España Y América

García Márquez, Cien Años De Soledad

Rulfo, Pedro Páramo

Asturias, El Señor Presidente

LITT/LANG PROGRAM - FACULTY APPOINTMENT FILE

Name	code	71-2	72-3	73-4	74-5	75-6	76-7	77-8	78-9	79-0	80-1	81-2	82-3	
G. ENSCOE	M 5	P	P	P	P	P/T	P/T	P/T	P/T	P/T	P/T	P/T		'79-80 SABBATICAL
A. JAFFEE	M 5	P	-	-	P	P								DEAN FOR '72-74 NON-REAPPOINTMENT '76
P. KLUKOFF	M 5	P	P	O/T	O/T	P/T	P/T	P/T	P/T	P/T	P/T	P/T		LEAVE '73-74
L. LOFT	F 5	A	A											NON-REAPPOINTMENT '73
F. MENCH	M 5	O	O	O	O/T	O/T	O/T	O/T	O/T	O/T	O/T	O/T	O/T	
J. MILLER	M 5	A	A											RESIGNATION '73
B. MILSTEIN	M 5	O	O	O	O	O	O/T	O/T						TRANSFERRED TO ANOTHER PROGRAM
A. SORKIN	M 5	I	I											RESIGNATION '73
K. TOMPKINS	M 5	P		P	P/T	P/T	P/T	P/T	P/T	P/T	P/T	P/T		DEAN OF EXPERIMENTAL STUDIES FOR '72-73
S. WILMORE		I	I											NON-REAPPOINTMENT '73
D. FILIMON	M 5		A	A	A	A	A							LEAVE FOR '74-75 NON-REAPPOINTMENT '76
W. TILLEY	M 5		P	P										NON-REAPPOINTMENT '74
M. BABB	F 5			A	A									RESIGNED
R. BURTON	M 5			A	A	A	O/T	O/T	O/T	O/T	O/T	O/T	O/T	
N. GRASSO	F 4			A	A	A	O/T	O/T	O/T	O/T	O/T	O/T	O/T	
J. HOLLIS	M 5			O	O	O	O/T	O/T	O/T	O/T	O/T	O/T	O/T	LEAVE FOR '77-78 SABBATICAL SPRING '81
S. MPONDO	M 3			A										RESIGNATION
F. NOVACK	F 5			A	A									RESIGNATION
S. DUNN	M 5				I	I	A	A	A					TRANSFERRED TO ARTS W/TENURE

code: M - Male
F - Female

1 - American Indian
2 - Asian/Pacific Islands
3 - Black

4 - Hispanic
5 - White
6 - Non-resident alien

P PROFESSOR
O ASSOCIATE
A ASSISTANT
I INSTRUCTOR

KAREN L. FOX
64 Fourth Street
Hammonton, New Jersey 08037
(609) 561-6377

Education:

M.A., Education/Linguistics (TESL), 1979, University of Michigan, Ann Arbor
B.A., Slavic Language and Literature, 1970, University of Michigan, Ann Arbor
(with High Distinction)

Teaching Certification: Ohio and California, Secondary Level, 3 - Subject
(Russian, French, English and Reading Endorsement)

Intensive Russian Program, Middlebury College, Middlebury, Vermont, Summer, 1969

Academic Awards: Wm. H. Branstrom Award (1967), James B. Angell Scholar (8 sem.),
Alpha Lambda Delta Honorary Sorority (1967), Phi Beta Kappa (1969),
Undergraduate G.P.A. - 4.0; Graduate G.P.A. - 8.0+

Experience:

Linguistics, ESL, Teacher Education	Stockton State College Pomona, New Jersey	Linguistics, Syntax, English Methods, Student Teaching Super
Intensive ESL	English Language Institute University of Michigan	Writing, Structure, Reading, T.A. Training
English, French	Deer Park High School Cincinnati, Ohio	Freshman Level: Comp., Grammar, Lit., Oral Communication
French, Co-Chair., For. Lang. Dept.	Regina High School Cincinnati, Ohio	Four Levels of French; Quiz Team Faculty Advisor

Additional Experience: Experimental ESL "Free Course", Summer, 1979; 2 years
elementary school (Grades 2, 5); 2 terms adult education;
K-12 substitute, Hamilton Cty.; Headstart, Berks Cty.

Research: "Causes of Variation in Learner Error Frequency", accepted for publ., IRAL
"Papers on White Hmong", accepted for publ, UM Papers in Linguistics
"Intonation Patterns of Jewish-American Speech: Preliminary Study" (unpubl.)

Languages: English (native); French (near-native proficiency); Russian (fluent);
German (reading knowledge); Hmong (knowledge of phonology and tones)

Foreign Travel: Lived and studied in Nantes, France (1964); extensive travel in
England, Switzerland, Austria, Italy, Mexico, and Canada.

Member: TESOL, National Council of Teachers of English, Modern Language Association,
American Association of University Women

References: available upon request

CURRICULUM VITAE

Mateo Pardo

Box 238 Pleasant Mills
Road, Hamonton, N.J.
08037

609 561 2244

Divorced

Two children: one girl,
1966; one boy, 1971.

EDUCATION

Jefferson High School	1957-1960	College Prep.
University of South Florida	1960-1962	
Columbia University, N.Y.C.	1962-1964	English Lit. B.S.
Université de Paris	1965-1966	French Lit.
Universidad de Madrid	1967-1968	Spanish Lit.
University of South Florida	1968-1970	French Lit. M.A.
Northwestern University	1970-1974	French Lit. Ph.D.

Fellowship, Columbia University, 1963-1964.
Fellowship, Northwestern University, 1970-1971.
Fellowship Year, Northwestern U., 1972-1973.

EMPLOYMENT & TEACHING EXPERIENCE

Clerk	Paris Edition of <u>The New York Times</u> , 1966-1967.
Teaching Asst.	University of South Florida, 1969-1970.
Teaching Asst.	Northwestern University, 1971-72.
Instructor	ALAS Program, Stateville Penitentiary, Joliet, Illinois, 1973-1975.
Assistant Prof.	University of Texas at Dallas, 1975-1980.
Assistant Prof.	Stockton State College, 1980-

FOREIGN RESIDENCE

France, 1959; Cuba, 1961; Spain, 1964-1965, 1967-1968; France,
1969-1971, 1968, 1971.

PUBLICATIONS AND PAPERS

with Richard Press. "The Siege of Paris and the Paris Commune Collection." The Lantern's Core, Northwestern University Library, January 24, 1973, Vol. 3, no. 10.

with R. Russell Maylone and Robert D. Jesmer. "Photo-Commune: Paris 1871." An Exposition of photographs of Paris during and after the revolution of 1871, with historical notices. The Library, Northwestern University, May and June, 1975.

"The Sacred Poetics of Jose Lezama Lima," paper read at the M.L.A. national convention in 1976.

"Lélia, Louis Lambert, and the Revolution of 1830," paper read at the M.L.A. national convention in 1978.

"Bad Art and Good Intentions," a review of G. Cabrera Infante's Vista del Amanecer en el Tropico published in The Nation, November 4, 1978.

"The Happy Few," a review of Osman Lins's Avalovara published in The Nation, March 1, 1980.

WORKS IN CIRCULATION

"The Political Posters of the Siege of Paris and the Paris Commune."

"The Red Notebooks of Maxime Vuillaume."

CURRENT PROJECTS

I am currently working on a study of Henry James's articles on Balzac, and a study of the relationship between the myths of Don Juan and Dracula.

STOCKTON STATE COLLEGE

FACULTY OF ARTS AND HUMANITIES

LITERATURE AND LANGUAGE PROGRAM COORDINATOR'S REPORT

1979-80

1. Program Development

- A. The Literature and Language faculty's goals and priorities for the 1979-1980 academic year have been to maintain the excellence and solidity of its program in general, and of its course offerings to both majors and non-majors specifically. We have succeeded in realizing these goals. Indeed, we have recognized that our experiment in offering the British and American Literature survey courses simultaneously did not really work, and are returning to offering these courses in alternate years. We have also added for next year a Masterworks of World Literature course (I and II, Fall and Spring) which should attract students, both majors and non-majors alike who might not have been able to enroll in the Experience of Literature or who wish greater breadth in their literary study. This course is in no way designed to compete with The Literary Traditions and is not a required course for majors.
- B. Our primary contribution to General Studies has been the Experience of Literature (GAH 1150) of which we offer 3 to 4 sections --- each of which fills to capacity. Our other contributions have been Myth, Fairy Tales, Daily Life in Ancient Rome (GAH); 19th Century Music, Alienation in Contemporary Literature, Visions of the Modern World, The Sea, (GIS), and three of our faculty have offered expository writing, which though a program course (LANG 1200), is designed to meet what some of us perceive as a need for a collegewide writing course.
- C. Our goals for 1980-81 again reflect an attempt to sustain what we believe is a strong academic program staffed by a competent and professionally active faculty.

II. Program Evaluation

- A. Needless to say, we evaluate our program each year as a faculty. Next year, however, we anticipate external evaluation of the Literature and Language program. We have been pleased with the majority of our seniors in their seminar work, projects, and performance on the comprehensive examination. We are turning out several outstanding students who can compete with any graduating senior in Literature and Language in the country.
- B. Professors Mench and Burton offer courses in the History

Program, Professor Hollis in Philosophy, and Professors Klukoff, Burton, and Hatala in Expository writing (while this is not a separate program, I include it here because it is a contribution made to a constituency which draws on virtually every other program in the college).

III. Faculty Personnel

- A. Because Eileen Hatala resigned for reasons of health and Jeanne Andree Nelson did not receive tenure, we are hiring 2 faculty members: (1) Linguistics and (1) French. We anticipate the same productive contributions from our new colleagues as we were fortunate to receive from Professors Hatala and Nelson.
- B. Perhaps a review of a faculty member's curriculum vitae reveals his or her overall professional activity of the Literature and Language. I will touch upon a few brief items however: Professor Grasso gave a paper at the University of Nebraska Language Conference this past Fall; Professor Klukoff gave a paper at the Kentucky Foreign Language Conference this Spring at the University of Kentucky and his book of short stories translated from the Yiddish of Berl Botwinik is currently being considered by publishers in New York; Professor Hollis is continuing his work at the Jung Institute in Zurich this summer and gave a paper at our 4th annual conference on Literature and Myth; Professor Mench continues to organize and direct the Classical Humanities Society meetings at the college; Professor Burton has received R&PD funds to do work on Faulkner this summer; Professor Tompkins was this year a Lily Fellow. The program successfully hosted its fourth annual Literature and Myth conference this year and looks forward to its continuation.

With regard to community service, Professor Burton and Hollis both led the Brandeis women's reading groups, Professor Tompkins is on the Board of the Friend's School, and Professor Klukoff is active in the Cherry Hill PTA. Again a review of faculty curriculum vitae should give a broader, more comprehensive picture of our professional, community, and co-curricular activity.

IV. Resources

- A. Specifically, we request more than the \$800.00 allotted this past year for next year's Literature and Myth Conference. We would also desire an adjunct in Spanish if enrollments warrant such an appointment. Concerning resources in general, please consult with our new coordinator, Professor Tompkins.

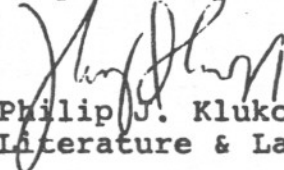
V. Statistical Information

A. See attached.

VI. Program Guide

Attached.

Respectfully submitted,


Philip J. Klukoff, Coordinator
Literature & Language Program

PJK/if

attachment

submitted
5/20/80

Literature and Language

IN THE FACULTY OF ARTS AND HUMANITIES

STOCKTON STATE COLLEGE
Pomona, New Jersey 08240

1980-1981



THE FACULTY

Royce Burton	Ph.D. (University of Texas), Associate Professor of Literature: American literature, especially the American novel from Cooper to Faulkner and modern poetry; Colonial American history; American studies; British literature, especially Shakespeare and the 19th century novel and poetry.
Penelope A. Dugan	Doctoral Candidate (New York University), Instructor in English: basic writing and composition; grammar; developmental reading; study skills; studies in fiction; women's literature. Special Lecturer.
Stephen Dunn	M.A. (Syracuse University), Associate Professor of Creative Writing: creative writing; modern and contemporary poetry; 19th century American literature; existential literature; play theory; film and literature.
Gerald E. Enscoe	Ph.D. (University of Washington), Professor of Literature: poetry; British literature; literary theory; literature and ecology; American Indian and Afro-American literature; Romanticism; literature and psychology.
Norma Grasso	Ph.D. (Indiana University), Associate Professor of Spanish: Spanish language and Hispanic literatures, especially the 20th century Latin-American novel and short story; 19th and 20th century Peninsular literature; the Spanish Golden Age; English and comparative literature, especially the novel; Arabic literature.
James R. Hollis	Ph.D. (Drew University), Associate Professor of Literature: modern literature; literary criticism; comparative literature; philosophy and literature; literature and the history of ideas; literature and the fine arts.
Philip Klukoff	Ph.D. (Michigan State University), Professor of Literature: 18th century English literature; literary criticism; Yiddish language and literature; Jewish literature.
Fred Mench	Ph.D. (Yale University), Associate Professor of Classics: Greek and Roman languages, literatures and civilizations, especially the Classical heritage; Classic epic; Greek tragedy; Latin lyric.
Michael J. Rose	Ph.D. (University of Michigan), Director, Performing Arts Center: comparative literature; Romanticism; literary criticism. Special Lecturer.
Kenneth Tompkins	Ph.D. (Indiana University), Professor of Literature: Medieval literature; Chaucer; Renaissance literature; 15th and 16th century literature.

INTRODUCTION

The program in Literature and Language (LITT/LANG) encompasses areas of study in criticism, literary history, British and American literatures, Romance and Classical languages and literatures, as well as linguistics and creative writing. The multiplicity of critical and literary interests represented by the program faculty insures the student a program of study at once intellectually sound and varied.

PROGRAM ORGANIZATION

The student may focus either on the study of literature in general, or on a specific national literature or literatures, specific problems or authors, modern or classical languages, linguistics, or the writing of poetry, prose, and drama. Students are encouraged to couple their studies in these areas with work in related humanistic areas, such as the arts, philosophy, or history. In addition, interdisciplinary work in other areas of interest, for example, the social and behavioral sciences, is welcomed.

The program faculty has no single methodological point of view and, indeed, feels that a multiplicity of critical, cultural, and methodological viewpoints is to the advantage of students. A wide variety of formats of study is open: classes, tutorials of limited size and special focus, seminars involving major authors or particular problems, and independent studies ranging from student-generated projects to intensive readings of individual works and authors.

ADMISSION TO THE PROGRAM

The program is open to any Stockton student with an interest in literature and language. There are no specific entrance requirements other than the demonstrated ability to write acceptable expository prose. (However, for some of the options involving foreign languages, some prior experience is advisable.)

The primary medium of the program is language; the faculty assumes therefore that those wishing to pursue a LITT/LANG degree will be proficient in their own use of language — reading, writing, and speaking — since courses in LITT/LANG demand a substantial amount of exercise of these skills. The Literature and Language major will be at a serious disadvantage if he/she does not have a relatively high proficiency in these skills. Under no circumstances will the Program Coordinator sign the "Preceptor/Program" declaration card until first having been advised of the student's writing ability.

The student can satisfy the program's writing requirements in the following ways:

- 1) He/she can submit to his/her preceptor an example of his/her writing skill. This paper must have been written for a LITT/LANG course taught by a member of the LITT/LANG faculty, but may not be more than one term old or have been submitted for a course taught by the student's preceptor. Upon certification of applicability by the student's preceptor, the paper will be forwarded to the Program Coordinator for final approval.

- 2) He/she can be assigned a writing topic of a literary nature by the program's Writing Evaluator, who will evaluate the paper and then forward it to the Coordinator for inclusion in the student's file.
- 3) He/she can submit to his/her preceptor evidence of satisfactory completion of either **The Experience of Literature** course or of an intermediate level writing course taught by a member of the LITT/LANG faculty.

Students wishing to major in the program are encouraged to declare their intentions by the beginning of their sophomore year if possible, but definitely prior to the commencement of their junior year. All intended majors are required to consult with the Program Coordinator prior to declaration of their LITT/LANG major. The Program Coordinator will explain the nature of the program and its specific requirements and will certify students formally for admission to the program and assign Program Preceptors.

Upon declaration of the major, all students will be provided a copy of the LITT/LANG required reading lists by the Program Coordinator. Students are strongly urged to begin reading immediately in areas that the Program Coordinator specifies, since command of the reading list is considered essential to the development of broad-based literary perspectives. **Students should be aware that they must pass a comprehensive examination, based on the reading list, at the end of the first term of the Senior Seminar.**

Transfer students who wish to major in Literature and Language should contact the Program Coordinator before the beginning of their first term at Stockton.

GRADUATION REQUIREMENTS

In addition to the 64-credit General Studies requirement, to qualify for the B.A. degree in Literature and Language the nontransfer student must satisfactorily complete 64 credits in the LITT/LANG Program and cognate studies.

Although current degree requirements vary between the Literature Track and Language Track, when the student has completed the basic requirements of each track the remaining portion of the 64 program credits is taken either in related (cognate) studies, normally within the Faculty of Arts and Humanities, or as elective courses in the LITT/LANG Program, or both.

LITERATURE TRACK To satisfy the requirements for the Literature Track, students must:

1. Satisfactorily complete a minimum of twelve 4-credit LITT/LANG courses, at least four of which must be junior or senior level.
 - a. Eight courses are required — **Introduction to Literature and Literary Criticism and Methodology**, and two terms each of **Literary Traditions** and **Senior Seminar**, and two terms study in either a foreign language or linguistics.
 - b. At least four LITT courses selected from the elective categories of courses listed below.

Since the elective categories are generic, the particular focus of individual courses encompassed within any given category will vary from course to course and from term to term. Thus, for example a genre course will focus either on poetry, short fiction, novels, or drama. (Courses listed in the elective categories of courses may be repeated for credit when the topics vary.)
2. Complete the required reading list and pass the comprehensive examination, based on that list, at the end of the first term of the Senior Seminar.

These courses and the reading list represent an effort by the faculty to assure that each student is exposed to a broad range of those issues and skills with which a Stockton LITT/LANG graduate ought to be conversant.

LANGUAGE TRACK To satisfy the requirements for the Language Track, students must:

1. Satisfactorily complete three courses required of all LITT/LANG majors: One term of **Literary Criticism and Methodology**, or the equivalent in a foreign language, and two terms of **The Literary Tradition**.
2. Satisfactorily complete Senior Seminar I (LITT 4600) or a Senior Project under the supervision of appropriate members of the Language faculty.
3. Complete the required reading list and pass the comprehensive examination, based on that list, at the end of the first term of the senior year.
4. Satisfactorily complete at least four LANG courses above the elementary language level.
5. Demonstrate proficiency in a foreign language. Proficiency is understood as accurate and coherent expression in both oral and written practice, and will be determined by the appropriate instructor(s).
6. In general, students take advanced work in the language and/or in the linguistics of the language concerned, and the literature and culture of the countries involved. Literature is read in the original language.

Because of the flexible nature of the LANG Track, the individual student will necessarily work closely with his/her preceptor. Certain of these requirements may differ slightly in the case of self-taught or ancient languages.

The Experience of Literature (GAH 1150) is offered each term in the General Studies curriculum. While not required, the course is highly recommended for prospective LITT/LANG majors, and will satisfy the program's writing requirement.

Required Courses:

1. **LITT 1100 Introduction to the Study of Literature** (required for LITT Track only)
An introduction to the methods of literary investigation which focuses on both genre and critical theory and emphasizes the major modes of critical assumptions and methodology examined in representative fiction, poetry, and drama. This is the required introductory course for all LITT majors.
2. **LITT 1101 Literary Criticism and Methodology** (required for both LITT and LANG Tracks)
An introduction to literary criticism emphasizing the major modes of critical assumptions and methodology (such as those embodied in social, historical, psychological, and formalist criticism) and stressing various techniques that can be employed when reading and discussing literature and writing about its content.
3. **LITT 2200/2201 The Literary Tradition I and II** (required for both LITT and LANG Tracks)
A survey of works with which every LITT/LANG student should be familiar, works which exhibit not only inherent literary worth but which also embody the spirit of an age.
4. **LITT 4600 Senior Seminar I** (required for LITT/LANG majors with Senior Project option) and **LITT 4601 Senior Seminar II** (required for LITT majors)
While the particular focus varies from term to term, the seminar draws upon the whole range of literary studies that the student has pursued. The first term deals with criticism and of literary studies that the student has pursued and concludes with the comprehensive examination based on the LITT/LANG required reading list. The second term focuses on the advanced study of a specific literary topic.

Elective Categories of Courses:

1. **American Literature Survey I and II**
The American tradition with emphasis on the historical evolution of literature and major texts within the tradition from the beginnings to Whitman and from Whitman to the present. Offered in 1980-81 and alternately with **English Literature Survey I and II**.
2. **English Literature Survey I and II**
The English tradition with emphasis on the historical evolution of literature and major texts within the tradition from the beginnings to 1800 and from 1800 to the present. Offered in 1981-82 and alternately with **American Literature Survey I and II**.
3. **Studies in Genre**
Courses in fiction, poetry, or drama.
4. **Studies in Major Authors**
Courses involving the intensive study of major individual authors or works.
5. **Studies in Period**
Courses emphasizing the tension between the unique characteristics of literary periods and the writer's aesthetic sensibility.
6. **Creative Writing**
Courses which seek to develop in students the ability to write effective poetry, fiction, and drama.
7. **Studies in Language**
In addition to studies in ancient and modern languages, courses are offered on the nature of language itself.

GRADUATION WITH DISTINCTION

A Bachelor of Arts degree with Distinction in Literature and Language may be awarded to the student who earns at least 80% **A** or **H** grades in program courses taken at Stockton; who receives no **D**, **F**, or **N** grades in program or cognate courses; who receive no **D**, **F**, or **N** grades for the senior research paper, the comprehensive examination, and the senior seminars. The award of Distinction will be confirmed by majority vote of the Literature and Language Program faculty.

CAREER OPPORTUNITIES

Among its career approaches, the program prepares students for graduate studies in language or literature or both; however, work in the program may also lead to careers in law, journalism, creative writing, publishing, advertising, civil service, and library science. Program preceptors have publications that explore the employment possibilities for LITT/LANG graduates.

Note: Students who wish teacher certification in English and/or Spanish **must** consult with the Program Coordinator and the LITT/LANG Supervisor for English and Spanish Education for program recommendation into the Teacher Education sequence.

INFORMATION ABOUT THE PROGRAM

Kenneth Tompkins
Literature and Language Program Coordinator
Stockton State College
Pomona, N.J. 08240
Phone: (609) 652-1776, ext. 497 or 505

Nancy G. Iszard
Director of Admissions
Stockton State College
Pomona, N.J. 08240
Phone: (609) 652-1776, ext. 261
Office: D027