

THE UL ENGLISH DEPARTMENT

**UNDERGRADUATE
HANDBOOK**

2021-2022

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UNIVERSITY of
LOUISIANA
L A F A Y E T T E

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Welcome

Welcome to the English department! You've made a great choice, because with an English degree you can do just about anything. An education in English enables you to read closely and critically, to think analytically, to write and communicate effectively, to weigh values and ethics, and to understand different peoples and cultures. All of these skills are highly sought after by employers, making English one of the most versatile and desirable degrees you can earn.

Our B.A. in English is a flexible program designed to give you the opportunity to follow your course interests, especially at the upper level. Up to 25% of the required English courses are electives, which means that you have the chance to make many of your courses fit your own personal and career interests.

You can also choose an optional **concentration**, which means that, if you decide to add a concentration, you'll take courses geared toward a particular field. We offer five concentrations: Creative Writing, Professional Writing, Folklore, Linguistics, and Literature.

But you do not have to choose a concentration now, or even ever. The traditional B.A. in English with no concentration will let you take courses across a variety of areas, and it is a great option for students who would like to experience a little bit of everything that our department has to offer.

Faculty and Staff

DEPARTMENT HEAD

Dr. Mark Honegger, honegger@louisiana.edu

The Department Head serves as an advocate for the students, faculty, and department. You may contact the department head with any general questions about the English department, coursea, or faculty at english@louisiana.edu

ASSISTANT DEPARTMENT HEAD

Dr. Clancy Ratliff, clancy@louisiana.edu

The Assistant Department Head primarily oversees assessment, undergraduate course offerings, and transfer and placement credit. Contact the assistant head if you have any questions about credit you've received outside of UL (transfer, AP, dual-enrollment, etc.). You may also contact the assistant head with any questions about the English department, courses, or faculty at english@louisiana.edu

UNDERGRADUATE STUDIES COORDINATOR

Dr. Shelley Ingram, shelley.ingram@louisiana.edu

Aside from your advisor, the Undergraduate Studies Coordinator will probably be the person you'll hear from the most. The coordinator will help you with questions about graduation requirements, course offerings, general education requirements, and the English major and minor. Look out for emails from the coordinator, who will update you with important information about the major, announce upcoming events and deadlines, and forward opportunities for our majors.

DIRECTOR OF FIRST-YEAR WRITING

Dr. Jonathan Goodwin, jonathan.goodwin@louisiana.edu

If you have questions or concerns about ENGL 101, 102, or 115, contact the Office of First-Year Writing by emailing Dr. Goodwin or stopping by their office on the second floor of Griffin.

ADVISORS

Advisors will help you make sure that all major, minor, and general education requirements are met. Make sure you make your appointment to see your advisor during the advising period, but also know that you can contact your advisor at any time during the academic year. You can find out who your advisor is on ULink. See the Advisors and Advising section for more information.

The English Major

English offers you the opportunity to explore many dimensions of language, literature, and culture. Our faculty has expertise in everything from literature to linguistics, folklore to film, creative writing to technical writing, rhetoric to cultural studies. As an English major, you'll develop the writing, reading, research, communication, and critical skills necessary to adapt to a variety of workplace environments. The traditional English major and all concentrations have a set of shared criteria:

English (42 hours)

- 101 and *either* 102 or 115 **with a C or better**
- 36 hours **with a C or better** at the 200-400 level. Specific courses vary among concentrations.
 - 15 of those hours at the 400-level.
 - A course that meets the Race & Ethnic Studies requirement
 - 290, which is "Introduction to English Studies"
 - 490, the senior seminar (Except for those in Professional Writing concentration, who will take 480 & 481 instead)
 - **No Ds** can count for the **major**. However, Ds *can* count for Gen Ed and Electives courses, as long as you maintain an overall 2.0 GPA.
 - Some courses may be repeatable for credit if the topics are different.

General Education (33 hours)

- You can find the list of general education requirements [in the catalog](#).
- UNIV 100

Modern Language (13 hours)

- You must have 13 hours (four courses) in a modern language (UL offers French, Spanish, German, and Arabic) **OR**
- You must have 12 hours (four courses) in American Sign Language + 1 additional elective hour.

Minor (18 hours)

- You must choose from [any of the minors listed here](#), EXCEPT for Creative Writing or Linguistics.
- Most minors require 18 hours, though a few require more.
- If you are interested in a Secondary Education minor, speak to your advisor as soon as possible so that you can get into the minor early.

Required Electives (14)

- 6 hours of History courses beyond the gen ed requirement
- 3 hours of Philosophy
- 5 hours of free electives (or 6 hours if language is ASL)

TOTAL HOURS = 120, with at least 45 of those hours at the 300/400 level

Core Requirements

ENGL 290: Introduction to English Studies

Required for: All concentrations

ENGL 290 is designed as a “welcome to the major” course that will help you become successful English majors by introducing you to the department, to other English majors, and to the disciplines that contribute to the Department of English at UL. This course offers you

- a chance to learn to research techniques applicable across the sub-disciplines of English,
- the opportunity to explore each of the concentrations offered within the English major: Creative Writing, Folklore, Linguistics, Literature, and Professional Writing.

ENGL 480/481: Professional Design Studio I & II

Required for: Professional Writing

This two-semester series is the senior seminar for those in the Professional Writing concentration. These are project-based courses that allow you to chart your own learning pathway as a professional writer.

ENGL 490: Senior Seminar

Required for: English, Creative Writing, Folklore, Linguistics, and Literature

In this class, you’ll synthesize work from your years at UL to address a substantive research question in an analytic and creative project. Guided by your instructor, you’ll have the opportunity to focus intensively on your own ideas and your own writing.

Race & Ethnic Studies

Required for: All concentrations

This requirement will draw upon many of the disciplines represented in the UL English department to introduce you to the literary, sociocultural, intellectual, and historical experiences that inform the construction of racial and cultural identities in the US and/or around the world. These courses will also ask you to think deeply and critically about anti-racist literature and reading practices.

Courses that always fulfill this requirement:

- HUMN 200: Introduction to Black and African Diaspora Studies
- ENGL 211:02, Black Literature and Culture
- ENGL 211:03, Decolonizing Indigenous Literatures
- ENGL 321: World Lit I

ENGL 322: World Lit II
ENGL 371: Introduction to Ethnic Literatures
ENGL 433: Approaches to African American Literature

Additional courses will fulfill this requirement on a semester-by-semester basis. There will be a list generated every semester before advising and stored on the English majors Moodle page.

Pre-1800

Required for: English, Linguistics, Literature

The pre-1800 requirement for those in the designated concentrations asks you to immerse yourself in the world of early American, British, and other literatures and cultures.

Courses that always fulfill this requirement:

ENGL 402: Survey of Old English Literature
ENGL 403: English Novel I
ENGL 406: Survey of Restoration and Eighteenth Century British Literature
ENGL 411: English Literature of the Sixteenth Century
ENGL 412: Elizabethan and Jacobean Drama
ENGL 413: Chaucer
ENGL 414: Milton
ENGL 416: Restoration and Eighteenth Century Literature and Culture
ENGL 417: Survey of Medieval English Literature
ENGL 423: Shakespeare: The Early Plays
ENGL 424: Shakespeare: The Later Plays
ENGL 426: English Literature of the Seventeenth Century
ENGL 437: American Literature to 1865
ENGL 441: Restoration and Eighteenth Century Drama
ENGL 457: Classical Rhetoric

Major Figures

Required for: English, Creative Writing, Folklore, Literature

While our curriculum in general provides a breadth of study in English languages and literatures, this class encourages depth by taking you on a deep dive into the work and world of one or two major artists.

Courses that always fulfill this requirement:

ENGL 413: Chaucer
ENGL 414: Milton
ENGL 423: Shakespeare: The Early Plays
ENGL 424: Shakespeare: The Later Plays
ENGL 496: Major Literary Figures (Content varies. Recent courses have focused on Toni Morrison, Daniel Defoe, and Jesmyn Ward)

Additional courses will fulfill this requirement on a semester-by-semester basis. There will be a list generated every semester before advising and stored on the English majors Moodle page.

400-level courses

Required for: All concentrations

Every English major, no matter your concentration, must have a total of **15 hours of 400-level English courses**. This will include 490 or 480/81 and any of the pre-1800 or Major Figures courses.

Table of Requirements per Concentration

	ENGL 290	ENGL 490	Race & Ethnic Studies	Pre-1800	Major Figures	15 hours of 400
<i>English</i>	✓	✓	✓	✓	✓	✓
<i>Creative Writing</i>	✓	✓	✓		✓	✓
<i>Folklore</i>	✓	✓	✓		✓	✓
<i>Linguistics</i>	✓	✓	✓	✓		✓
<i>Literature</i>	✓	✓	✓	✓	✓	✓
<i>Prof Writing</i>	✓	480/81	✓			✓

English Department Minors

Minor in English

- You must have 18 credit hours with at least 6 credit hours at the 300/400 level. If you are a transfer student, at least 6 hours must be taken at UL Lafayette.
- You may choose from any 200-400 level ENGL courses
- ENGL 101, ENGL 102, and ENGL 115 do not apply to the minor
- English majors with a concentration *cannot* also minor in English

Minor in Creative Writing

- You must have 18 credit hours with at least 6 credit hours at the 300/400 level. If you are a transfer student, at least 6 hours must be taken at UL Lafayette.
- You must take ENGL 223 - Introduction to Creative Writing
- Choose *at least* 6 credit hours (two courses) from the following list:
 - ENGL 325 - Creative Writing-Fiction
 - ENGL 326 - Creative Writing-Poetry
 - ENGL 327 - Creative Writing-Drama
 - ENGL 328 - Creative Writing-Non-Fiction
 - ENGL 360 - Advanced Writing
- Choose at least 3 credit hours (one course) from the following list:
 - ENGL 409G - Special Topics in Creative Writing
 - ENGL 410G - Advanced Creative Writing Workshop
- Choose *no more than* 6 credit hours (2 courses) from the following:
 - Any non-creative writing ENGL 300/400 course
- English majors *cannot* minor in Creative Writing.

Minor in Linguistics

- You must have 18 credit hours with at least 6 credit hours at the 300/400 level. If you are a transfer student, at least 6 hours must be taken at UL Lafayette.
- You must take ENGL 351 - Introduction to Linguistics
- Choose 15 credit hours (five courses) from the following:
 - ENGL 352 - English Grammar and Usage
 - ENGL 353 - Advanced English Grammar
 - ENGL 405G - History of the English Language
 - ENGL 425G - Semantics
 - ENGL 452G - Language, Culture and Society
 - ENGL 455G - Topics in Linguistics
 - ENGL 458G - Investigating Text and Talk
- Note: Three hours of a foreign language may also be used to satisfy this requirement. Courses from related departments may be used to satisfy this requirement with permission of the Dean of Liberal Arts in consultation with the linguistics faculty.
- English majors *cannot* minor in Linguistics.

INTERDISCIPLINARY MINORS

Minor in Professional Writing

- You must have 18 credit hours with at least 6 credit hours at the 300/400 level. If you are a transfer student, at least 6 hours must be taken at UL Lafayette.
- English majors who would like to minor in Professional Writing should speak to Dr. Randy Gonzales (randy.gonzales@louisiana.edu) for help navigating the minor requirements.
- You can find a link of acceptable courses for the minor at [this link](#).

Minor Requirements

Declaring your Minor

Once you choose your minor [from this list](#), you should declare it as soon as possible. If you have **under 60.0 hours** (freshman or sophomore), you'll need to go to the Academic Success Center (Lee Hall Rm. 116) to get this form. If you have **60.0 hours or above** (junior or senior), you can walk downstairs to the Liberal Arts office, HLG 101.

Minor Requirements

- Your minor will require at least 18 hours.
- You must maintain a 2.0 GPA in your minor, and only one D is allowed to count toward the minor.
- If the minor is in an area that is already part of our curriculum (for example, History or Modern Languages), then those hours fulfill both the minor and the curriculum requirements. However, since the hours will *not count twice*, make sure that you have enough electives to fulfill the 120 total hour requirements.
- You can **never** count an ENGL course toward **both** your major and your minor. If you choose the Professional Writing minor, for example, you'll need to focus on taking courses outside of English. Same with Modern and Medieval Studies and other interdisciplinary minors.

Concentrations

Declaring a Concentration

If you decide you'd like to declare a concentration, you'll need to fill out a "Change of Major" form as soon as possible—but you will still be an English major! If you have **under 60.0 hours**, you'll need to go to the Academic Success Center (Lee Hall Rm. 116) to get this form. If you have **60.0 hours or above**, you can walk downstairs to the Liberal Arts office, HLG 101. Please note that your advisor cannot do this for you. You will have to declare the concentration yourself.

CREATIVE WRITING

Explore a range of writing styles and genres, including fiction, poetry, creative nonfiction, screenwriting, and drama. In our warm community of writers, artists, and faculty members, students gain the skills to bring their own creative visions to life.

Two recent courses

ENGL 326: POETRY. This poetry writing course emphasizes art as a form of play. You will write new poems by repurposing, or playing with, elements and structures from the wide range of poems. Code-switch languages like Eduardo C. Corral, dwell in a house of possibility like Emily Dickinson, offer startling images like Robin Coste Lewis, write a liquid list poem as if Anne Carson, upend the American sonnet like Terrance Hayes, or compose a self-addressed love poem like Ocean Vuong, all while supported by structured workshops and individual feedback both online and face-to-face.

ENGL 409: EXPERIMENTAL FORMS IN FICTION. This course explores the rich tradition of experimentation from a variety of perspectives—feminist, post-structural, transpoetics, necropoetics, intertextual, and more. The goals of this course are manifold, and include but are not limited to: 1) developing a common lexicon, 2) sharpening our understanding of narrative conventions, 3) interrogating the implicit expectations we bring to fictional works, and 4) discovering new and innovative approaches to our own creative praxis. Readings include works by Tom Cho, Carmen Maria Machado, Claudia Rankine, Lance Olsen, Khadijah Queen, and Harmony Holiday.

For more information, contact Dr. Jessica Alexander (jessica.alexander@louisiana.edu) and Dr. Henk Rossouw (henk.rossouw@louisiana.edu)

FOLKLORE

Discover the range of human expression and creativity through the study of folklore. Analyze diverse groups of texts including legends, jokes, memes, ballads, and the folklore found all throughout literature. Our students learn to collect and analyze texts and engage with local communities.

Two Recent Courses

ENGL 332: INTRODUCTION TO FOLKLORE. Introduction to the concepts of folklore as well as traditional oral, social, customary, and material forms, like legends, myths, ghost stories, fairy tales, and holiday celebrations!

ENGL 440: GHOSTLY MATTERS: FOLKLORE AND THE LITERATURE OF HAUNTING. What is a ghost? What does it mean to be haunted? And what does it mean to represent these ghosts and their hauntings in literature? This course will engage theories of belief to explore these questions and more, focusing primarily on 20th and 21st century American literature. Hauntings are more than manifestations of the supernatural. Ghosts tend to crop up in “places rife with wrongs, with traumas that must be seen in order to be expelled and injustices that must be exposed in order to be redressed.” Haunted literature therefore pushes us to think not just about a world outside the everyday, but about history, violence, unresolved cultural trauma, unexamined injustices, and the possibility, however fleeting, of a transcendent communion with things unseen. We will read works from writers like Shirley Jackson, Karen Russell, Joe Hill, Tananarive Due, Sandra Cisneros, Toni Morrison, Randall Kenan, and Stephen King, plus a variety of ghost legends and supernatural narratives from folk tradition.

For more information, contact Dr. Shelley Ingram (shelley.ingram@louisiana.edu)

LINGUISTICS

From phonetics to grammar to meaning, studying linguistics allows you to deepen your command of language beyond the literary and into the scientific.

Two Recent Courses

ENGL 452: Some wit humorously observed that Great Britain and the United States are two countries divided by a common language. This course will examine how language can unite and divide us, how our perceptions about language shape and are shaped by the society and culture in which we live and move. Specific topics to be discussed include American regional dialects, ethnic-, gender-, and economic-based variation, pidgins and creoles, code-switching, World Englishes, linguistic landscapes, linguistic bias, and language in the media.

ENGL 455 LINGUISTIC TYPOLOGY. There are nearly 7000 languages spoken in the world today. How are these languages similar to one another? How do they differ? This course provides an introduction to linguistic typology: the study of language universals and cross-linguistic variation. Through the study of universals, we begin to understand what makes language language; through our study of variation, we turn our focus to the breadth of possibility that underlies this uniquely human behavior. Taken together, our study of linguistic typology provides a multi-faceted window into the richness of what it means to be human.

For more information, contact Dr. Clai Rice (crice@louisiana.edu)

LITERATURE

From the local to the global, from the Middle Ages to the speculative future, the Literature concentration explores the relationships among the stories people tell, the forms those stories take, the cultures in which they circulate, and the impact that they have on their readers and audiences. In this concentration you will learn various ways to analyze these relationships and the specific contexts in which they occur.

Two Recent Courses

ENGL 371: POLICING BLACKNESS ON FILM In this course, we'll explore how films stage the policing of blackness in the contemporary era. In a moment in which the visibility of police brutality, excessive force, and state murder of people of color has dramatically increased, contemporary filmmakers have responded by dramatizing the police state on the silver screen. Throughout the term, we'll consider not only how films represent blackness and police violence but also the political and historical insights and implications at the intersection of race and film. We'll engage critical terms from film studies related to image and sound, and we'll discuss a variety of theoretical approaches to race and cinema from biopolitical theory, critical race theory, black Marxism, prison studies, and trauma studies. While examining the cultural work of policing blackness on screen, we'll also focus on the historical impact of the police state on people of color from the antebellum era through the contemporary rise of the prison-industrial complex and mass incarceration, as well as sustained black resistance in the form of such movements as the contemporary movement for black lives.

ENGL 420: IMPERIAL FANTASIES: 19TH C. ROMANCE. "Capture by pirates, narrow escapes from death... light and dark heroines, outlawed or secret societies, wild women chanting prophecies, heroes of mysterious and ultimately fortunate birth" – these, according to Northrop Frye, are the "building blocks" of romance. In this course we will see how these building blocks come together in romances of the nineteenth century. We will look at how Britain's colonial projects influenced nineteenth-century ideas of race, gender, and sexuality; moreover, we will examine how these ideas fed the development of imperial romance as a genre. We will discuss how the magical workings of fantastic worlds created a foil for the seeming order and "civility" of empire. Authors may include Sir Walter Scott, Emily Brontë, William Morris, H. Rider Haggard, Olive Schreiner, and Joseph Conrad.

For more information, contact Dr. Yung-Hsing Wu (yung-hsing.wu@louisiana.edu)

PROFESSIONAL WRITING

Prepare to face the challenges of communicating in increasingly global, digital, and virtual workplaces. You will work closely with faculty to develop the writing, editing, design, and publishing skills needed for professional writing careers.

Two Recent Courses

ENGL 462: FAKE NEWS AND FACT CHECKING. In today's media landscape, we're experiencing an infodemic of misinformation, conspiracy theories, biases, and questions of truth. What is

an editor to do? This course investigates fake news, from deep fakes to cheap fakes, and explores ways that professional writers can track down the facts. In a series of projects, students will practice fact-checking for print and online media, including social media, websites, magazines, books, and documentaries.

ENGL 472: PROFESSIONAL WRITING. This online course prepares students for professional writing situations. The project-based course focuses on the analysis of professional writing contexts and the creation of documents for businesses and/or community groups. Students will produce a range of documents, which could include standard operating policies and procedures, feasibility reports, handbooks, and business proposals.

For more information, contact Dr. Randy Gonzales (randy.gonzales@louisiana.edu)

Advisors and Advising

ADVISORS

Advisors will help you make sure that all major/concentration, minor, and general education requirements are met. Make sure you make your appointment to see your advisor during the advising period, but also know that you can contact your advisor at any time during the academic year. Advisors will help you:

- Plan coursework for each semester
- Lift your advising hold
- Consult Degree Works to make sure that you are fulfilling major, minor, and university requirements
- Find out about internship options and departmental opportunities
- Address problems related to your academics
- Get connected to university resources

Please note that, due to confidentiality laws, advisors cannot disclose sensitive or specific student data via email or over the phone to parents. Email is intended for general academic inquiries and not as a substitute for in-person advising. Also, please allow at least 48 hours for email turnaround.

ADVISING PROCESS

Please email your advisor, or reply to their email, before the advising period begins to schedule an appointment.

Before a face-to-face advising appointment:

- Have a tentative schedule planned out.
- Bring UL ID or other picture ID to English Department front desk, HLG 221.
- Sign out your advising folder and pick up the blue advising form.
- Bring both folder and form to your advisor's office.

At the end of the face-to-face advising appointment:

- Both you and your advisor should sign the blue/yellow advising form.
 - The yellow carbon copy stays in your folder.
 - You keep the blue copy.
- Please make sure that your advisor lifts your advising hold during the advising appointment.
- Return your folder to the English department and then sign it back in. Please do not keep your folder. Make sure that the yellow page AND the current credit distribution sheet are in the folder. You may make a copy for your records, but we must have a current credit distribution sheet on file in the office.

Departmental Policies

ATTENDANCE

According to the [University Catalog](#), “[F]aculty members shall develop and implement their own absence policies which will include guidelines for what are construed as excused, unexcused, and excessive absences. The determination of what constitutes ‘excessive absences’ rests with the instructor alone, with the exception that students who miss class because of required participation in authorized and approved University-sponsored events are not considered absent for purposes of calculating excessive absences in an attendance policy.”

Your instructor will clearly outline expectations for attendance during the first week of class.

INCOMPLETES

Incompletes can be awarded during the rare occasion when a student who is passing the course cannot finish their coursework due to circumstances beyond their control. An incomplete, or “I,” is assigned solely at the discretion of the instructor. As a course grade, the I will not give you credit until you finish the work. The grade of I may be converted to a grade of A, B, C, D, or F upon the successful or unsuccessful completion of course requirements before the university deadline the following semester. If the coursework is not submitted to the faculty who assigned the grade in time for the instructor to grade the work and submit a change-of-grade card by the deadline, then the I is automatically converted to an F. If you feel that you may be eligible for an Incomplete in a course, contact your instructor and, if possible, schedule a meeting or a phone call.

OVERRIDES

There are two primary kinds of override requests: *prerequisite* and *capacity*.

A **prerequisite override request** means that you are asking to enroll in a course for which you are missing credit for a prerequisite course. For example, you cannot enroll in ENGL 115 if you don't have credit for ENGL 101.

- If you try to register for a course and you receive a “Prerequisite Error” message, you should fill out an [undergraduate override request form](#) on the English department's webpage. You can find it under the “Find It Fast” sidebar on the left side of the main page. These requests will *only* be granted if there is a reasonable explanation for the missing credit. You will not be granted an override if you do not have the prerequisite course(s), except for some upper-level courses (see below).
- If you *have* received credit for a prerequisite course and you are still receiving the error, the most likely reason is that you have transfer credit that has not been added to our system. Explain the situation using the override request form so that your credit can be verified and you can be allowed into the course.
- If you receive a different error when trying to register for a course, you should also fill out the override request form and mark which error message you receive.

- For some upper-level courses, you may receive permission from the instructor to waive the prerequisite requirement. If so, follow the same steps as for a capacity override request below.

A **capacity override request** means that you are asking to enroll in a class that is full.

- We *do not allow* capacity overrides into any 100 or 200 level ENGL course, even if an instructor gives permission.
- If you would like to ask for a capacity override into a 300 or 400 level ENGL course, you should:
 - Contact the instructor of the course. If you are sending an email, make sure that you clearly state your request and offer a compelling reason to be allowed to enroll in the course. Remember, professionalism will go a long way as you ask this favor of your instructor. However, the instructor is under no obligation to grant your request.
 - If the instructor grants your request, have them either write a note or send an email giving permission to override into the course.
 - Either take the note to the English department or forward the email to english@louisiana.edu. Make sure that the note includes, in addition to the written permission, 1) your name, 2) your ULID, 3) the instructor’s name, 4) the course number, section, and CRN, and 5) the semester.
 - Once the registration hold is lifted for you, you will receive notification from the English department and you will be able to register for the course.

PLACEMENT CREDIT

ACT: English Subscore		
Score	Credit For:	Notes
28	ENGL 101	automatic credit, no writing sample required
32+ writing sample	ENGL 102	Must also submit writing portfolio. Contact office of FYW for details.

AP Test: English Language and Composition		
Score	Credit For:	Notes
3	ENGL 101	automatic credit, no writing sample required
4	101 & 102	automatic credit, no writing sample required
5	101, 102, & 352	automatic credit, no writing sample required (does <i>not</i> fulfill gen ed literature requirement)

AP Test: English Literature and Composition		
Score	Credit For:	Notes
3	ENGL 101	automatic credit, no writing sample required
4	101 & 102	automatic credit, no writing sample required
5	101, 102, & 210	automatic credit, no writing sample required (<i>does</i> fulfill gen ed literature requirement)

CLEP: College Composition		
Score	Credit For:	Notes
55+	ENGL 101	Must also submit writing portfolio. Contact office of FYW for details.
NO CLEP CREDIT awarded for ENGL 102 or any literature courses		

Contact Dr. Jonathan Goodwin (jonathan.goodwin@louisiana.edu) for questions related to ENGL 101, 102, and 115. Contact Dr. Clancy Ratliff (clancy@louisiana.edu) for questions related to all other ENGL courses.

PLAGIARISM

The English Department follows the [University's guidelines for academic conduct and dishonesty](#):

“The University holds that all work for which a student will receive a grade or credit shall be an original contribution or shall be properly documented to indicate sources. Abrogation of this principle entails dishonesty, it defeats the purpose of instruction, and undermines the high goals of the University. Cheating in any form will not be tolerated. Students shall be held responsible for knowing the acceptable methods and techniques for proper documentation of sources and to avoid cheating and plagiarism in all work submitted for credit, whether prepared in or out of class.

Cheating, in the context of academic matters, is the term broadly used to describe all acts of dishonesty committed in taking tests or examinations and in preparing assignments. Cheating includes but is not limited to such practices as gaining help from another person or using unauthorized notes when taking a test, relying on a calculator if such an aid has been forbidden, and preparing an assignment in consultation with another person when the instructor expects the work to be done independently. In other words, cheating occurs when a student makes use of any unauthorized aids or materials. Furthermore, any student who provides unauthorized assistance in academic work is also guilty of cheating.

Plagiarism is a specific type of cheating. It occurs when a student claims originality for the ideas or words of another person, when the student presents as a new and original idea or product anything which in fact is derived from an existing work, or when the student makes use of any work or production already created by someone else without giving credit to the source. In short, plagiarism is the use of unacknowledged materials in the preparation of assignments. The student must take care to avoid plagiarism in research or term papers, musical compositions, science reports, laboratory experiments, and theses and dissertations. View writing resources.”

A faculty member may submit an Academic Honesty Form, which you [can see at this link](#). If this occurs, you will receive a notice from the Office of Student Rights & Responsibilities letting you know what the next step in the process will be.

REPORTING A PROBLEM

Grade Appeal

If you feel that you've received an unfair grade or a grade in error, the first step is to schedule an appointment with your instructor to discuss your concerns, as problems can often be resolved this way. If your concerns were not satisfactorily addressed, the next step is to contact departmental administration. If your concerns are about **ENGL 101, 102, or 115**, contact Dr. Jonathan Goodwin (jonathan.goodwin@louisiana.edu), the Director of First-Year Writing. For **all other courses**, you may ask the English Department office for a **Problem Report**. Once you fill out the report and submit it, you will be contacted by the Department Head or Assistant Department Head with further guidance. This will most likely include a meeting with the Head or Assistant Head. In a situation where you feel you **cannot** contact your instructor or someone in the department to resolve a problem, you should contact the **University Ombudsman** (see below).

If you still require assistance after meeting with your instructor and the English Department administration, follow the guidelines for a university grade appeal, which you can find [at this link](#) in the "Academic Support Services" section of the UL website. Please note that you may begin this appeal even if you have not met with the instructor or Department Head.

You should also be aware of the **University Ombudsman**. The Ombudsman's office is an independent and confidential place where students can go for advising and direction. The ombudsman is often an intermediary between students and the services that the University provides. Furthermore, the Ombudsman serves as a student advocate during the discipline and grade appeals processes. The Ombudsman's office is located in the Student Union Room 159 in the SGA Office. Contact can be made with the Ombudsman by phone: 337-482-2742 or by e-mail: ombudsman@louisiana.edu .

Discrimination

University of Louisiana at Lafayette policies prohibit discrimination on the basis of race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, pregnancy, age, disability, and protected veteran status. Discrimination includes any form of unequal treatment such as denial of opportunities, harassment, and violence. Sex-based violence includes rape, sexual assault, unwanted touching, stalking, dating/interpersonal violence, and sexual exploitation. If you experience discrimination or you have observed discrimination or harassment of others, please contact the **Office of Human Resources** at hrcompliance@louisiana.edu or titleix@louisiana.edu to report those concerns and receive additional guidance.

Other Problems or Concerns

For problems not related to grade appeals or discrimination, you can always speak with an advisor or other trusted university official or stop by the English Department to fill out a Problem Report. Once you fill out and submit the form, you will be contacted with next steps.

SPECIAL PROJECTS (INDEPENDENT STUDIES): ENGL 497 & ENGL 498

Are you interested in a special topic or subject area that is not being offered in the regular English curriculum? Do you have a more specialized or narrowly focused interest that you'd like to explore? You may be interested in pursuing a Special Projects course, commonly called an "independent study." For motivated, independent students with special interest in a particular topic or area of study, these independent studies can be an excellent opportunity to explore "off-the-beaten-path" subject matter. However, a student should not ask to take an independent study in a subject that is normally offered.

To begin the process, contact a faculty member (usually not an adjunct or graduate student instructor) that you have worked closely with in another course or who has a particular expertise in your area of interest. Schedule a meeting with them and come prepared to give a brief overview of your idea and a tentative reading list. The faculty member may ask for a more formal proposal, and they are under no obligation to agree to direct your independent study. If the faculty member is willing to direct, you will work with them to discuss schedules, reading lists, and assignments. Remember, this is an independent study, which means you will have to manage your own time and work schedule.

Once the faculty member has agreed, you will:

- Fill out the "Permission Form for ENGL 497/498," which you can find in the English Department office and in the Appendix of this handbook.
 - You will take 497 for your first independent study, 498 for a second one.
- Get signatures of approval from both your advisor and the faculty member who has agreed to direct the course.
- Take the form to the English Department to be approved by the Department Head or Assistant Department Head.
- The course will be created specifically for you. Once it is, you will register for the specific section of English 497 or 498 via ULink.
- ENGL 497/498 **can** count toward your degree, and can be used to fulfill any major requirement, as long as the subject matter fits the requirement criteria.
- You may only count **two** independent study courses toward the English major requirements (you may have additional independent studies in other areas, such as your minor).

Resources and Opportunities

DEPARTMENTAL RESOURCES

Writing Center

Students, tutors, and teachers focusing on writing form the Writing Center community and create a comfortable and relaxed atmosphere in which writers work with other writers. Visitors to the center are encouraged to discuss their writing and writing in general. Email writingcenter@louisiana.edu for help! Follow this link for more information on [The Writing Center](#).

Gaines Center

The [Ernest J. Gaines Center](#) offers students valuable archival resources and educational tools that provide historical resources about Gaines and his work.

The Studio

The Studio serves as a 21st century lab and small-group workspace for UL students in the English Department to learn, create, prosper, and transition from student to professional. The Studio includes computers with programs like Adobe InDesign and MS Visio, providing you with the tools and workspace you need to develop, design, and edit professional writing and video projects. Link to more information about [The Studio](#) here.

DEPARTMENTAL OPPORTUNITIES

Sigma Tau Delta

Sigma Tau Delta International English Honor Society, a member of the Association of College Honor Societies, was founded in 1924 at Dakota Wesleyan University. The purpose of the Society is to confer distinction for high achievement in all areas of English studies at the undergraduate and graduate levels; to promote interest in literature and the English language in surrounding communities; to foster all aspects of the discipline for English, including literature, language, and writing; and to serve society by fostering literacy. For more information about UL Lafayette's chapter of Sigma Tau Delta, please contact Ms. Sharon Jackson (sharon.jackson@louisiana.edu).

Rougarou

Rougarou is the graduate-run literary journal from the University of Louisiana at Lafayette's English department. Founded in 2007, *Rougarou* is published biannually, with active columns updated regularly. Link to the [Rougarou: Journal of Arts & Literature](#).

Southwestern Review

The *Southwestern Review* (SWR) is UL's in-house print literary journal, featuring creative work from current UL students. The SWR is produced annually by the Creative Writing Program under the editorship of a faculty advisor and a team of graduate and undergraduate students. Follow this link for more information on [The Southwestern Review](#).

Ragin' Writers

[Ragin' Writers](#) is an undergraduate creative writing club that aims to provide a creative outlet for students at UL Lafayette. Any undergraduate student at UL may join, regardless of your major.

Thursday Night Reading Series

Our [Thursday Night Reading Series](#) (TNRS) features weekly readings of original poetry, fiction, creative nonfiction, drama, and experimental works from UL graduate students and faculty.

INTERNSHIPS

Employers favor candidates who have some internship or on-the-job experience. We encourage English majors to complete a professional writing internship during their senior year. All students in the professional writing concentration complete at least one internship. The internship may be in any field, with the primary job duties of writing, editing, and document design.

Who is Eligible

- Any junior or senior who has taken one or more professional writing courses: ENGL 365 or ENGL 366 (Technical Writing), ENGL 462 (Special Projects in Professional Writing), ENGL 472 (Professional Writing), ENGL 473 (Professional Editing), or ENGL 474 (Document Design).
- In certain cases, if you have not taken any of these courses, but have relevant work experience, you may be able to sign up for internship credit. This is determined by the Internship Coordinator.

How it Works

- Register for ENGL 463 (Professional Writing Practicum), which awards 3 credit hours for the internship experience. You usually register for 463 the same semester you work at your internship, but some students complete internships in the summer and schedule 463 in the fall.
- Contact our Internship Coordinator to set up a meeting to discuss your interests and career goals. The Internship Coordinator will recommend potential employers.
- You apply for the internship. You will have to submit a resume, and remain in contact with prospective employers through the interview and hiring process. The more positions you apply for, the better the chances are for securing an internship.
- You spend a minimum of 45 hours over the course of the semester doing work associated with the internship (writing, editing, document design, social media posts, etc.).
- Some internships are paid, while others are unpaid. Both are valuable experiences.
- You will collect work done during the internship and create a portfolio. Your portfolio will include a report describing your internship, products created in the position, and an analysis of these products. Your portfolio will be due at the end of the semester.

For more information, contact Ms. Shelly Leroy at englishinternships@louisiana.edu.

ADDITIONAL RESOURCES

Tutoring (freshman / sophomore level)

The Learning Center, studentsuccess.louisiana.edu/tutoring
115 Lee Hall, tlc@louisiana.edu
482-6583 for an appointment

Adjusting to College Life

Counseling & Testing, counselingandtesting.louisiana.edu
Saucier Wellness Center, counselingandtesting@louisiana.edu
482-6480

TOPS questions

Academic Success Center, studentsuccess.louisiana.edu
115 Lee Hall, asc@louisiana.edu
482-6818

Disability Services

Office of Disability Services, disability.louisiana.edu
Agnes Edwards Hall (Conference center), ods@louisiana.edu
482-5252

Health & Wellness

Student Health, studenthealth.louisiana.edu
Saucier Wellness Center, studenthealth@louisiana.edu
482-1293

Financial Aid

Financial Aid Office, financialaid.louisiana.edu
Foster Hall, finaid@louisiana.edu
482-6506

Student Conduct

Student Affairs, studentaffairs.louisiana.edu
211 Martin Hall, studentaffairs@louisiana.edu
482-6266

Email & Tech Issues

IT Service Desk, servicedesk.louisiana.edu
Stephens Hall, ithelp@louisiana.edu
482-4357

Career Concerns

Career Services, career.louisiana.edu
104 Agnes Edwards Hall Room, careerservices@louisiana.edu
482-1444

Scholarships and Awards

SCHOLARSHIPS

Carmen Mouton Benton Endowed English Scholarship

Carmen Mouton Benton an avid reader, and this scholarship recognizes an outstanding English major who loves to read as well.

- Full-time student majoring in English
- Sophomore or junior at time of award
- Have a cumulative of GPA 3.0 or higher and
- Always (or mostly) do the reading

Dr. Doris H. Meriwether Endowed English Scholarship

Recognizes English majors with an established record of academic achievement at UL Lafayette.

- a full-time student majoring in English
- a junior at time of award
- have a cumulative of GPA 3.0 or higher and
- have a GPA in English of 3.5 or higher
- have completed your math requirements
- have attended UL for at least one year and have at least one year remaining.

Dr. David Thibodaux Memorial Scholarship

Established in 2007 in honor of Dr. David Thibodaux, this scholarship recognizes the outstanding achievements of an English major.

- a full-time student majoring in English
- a sophomore at time of award
- with a cumulative of GPA 3.0 or higher
- a resident of the state of Louisiana
- attended a Louisiana high school

Applications for scholarships will begin being accepted early in the spring semester of each year. Watch your email for announcements, details, and deadlines.

AWARDS

Dr. James H. Wilson and Dr. Paul T. Nolan Creative Writing Award in Drama

May be awarded to a UL undergraduate in recognition of their achievements in playwrighting.

Ian Kinsella World Literature Essay Award

This award is given to an undergraduate and a graduate student for an essay, research paper, or hybrid of critical and creative work in a course with a World Literature focus.

Judge Felix Voorhies Award for Creative Writing

In 1977, the family of Judge Felix J. Voorhies established this award for a creative writer of outstanding achievement entering his/her senior year of studies.

Dr. Ann Dobie Outstanding Freshman Essay Award

Recognizes exceptional effort and achievement of first-year freshman student writers in two (2) categories: Personal Narrative and Research.

Virginia Wilson Cook Award for Excellence in English Education

Awarded to a Senior English Ed. Major with the highest GPA.

Owen Reamer Award for Excellence in English

Awarded to a Senior English Major with the highest GPA.

Graduation

Are you ready to graduate? The first step is to work with your advisor to make sure you are on track to complete all of your requirements. Then, you'll start filling out all of the necessary paperwork the **semester before** you plan to graduate:

- You and your advisor will fill out and electronically sign a **graduation check sheet** during the advising period of the semester *before* you graduate.
- Have your **advisor email the completed and signed check sheet** to shelley.ingram@louisiana.edu.
- You or your advisor will also need to turn in, either attached to a folder or through email, a completed and current **credit distribution sheet**
- You will then fill out the Application for Degree and pay the **\$90.00** fee. The application can be accessed through ULink and payments can also be made through your Statement of Account on ULink. [View instructions on how to access and complete the online degree application](#).
 - Please note that you do *not* have to submit the check sheet and the application for degree at the same time, especially if finances are a concern. The deadline for the application for degree is *later* than the deadline for the graduation check sheet.
- Check your UL email regularly and thoroughly for announcements about **deadlines**.
- The [commencement website](http://commencement.louisiana.edu) (commencement.louisiana.edu) will have all the information you need!

Life After the B.A.: Graduate School

A degree in English provides a solid foundation for graduate programs in many areas. If you are interested in graduate studies, you should start preparing for the application process in your junior year. Below are a few steps you can take to make sure your application represents you well.

Get Ready to Apply

- Research graduate programs and related careers.
- Review graduate program web pages.
- Talk to your professors about what it's like to be a graduate student. If you are interested in being a professor, discuss this career option with them.
- Identify programs that fit your interests.
- Ask your professors to help you identify programs that have faculty members in your intended field of study.
- In order to assess future career options, identify where program alumni find employment.

Build your Curriculum Vitae (CV), an academic résumé

- Be attentive to your GPA, especially in your major. If you have a low GPA, you will need to explain why in your statement of purpose
- Apply for university, college, and department awards and prizes.
- Submit creative work to *The Southwestern Review* and essays to Undergraduate Research journals.
- Volunteer as an editor for *The Southwestern Review*.
- Join Sigma Tau Delta and the Ragin Writers.
- Present your work at UL's Undergraduate Research Conference or the Global Souths Conference.
- Read your creative work at public events.
- Join the Office of First-Year Experience's peer mentor program.
- Write for *The Vermilion* or *L'Acadien*.
- Volunteer to write for community organizations.
- Assist professors with their research to gain research experience.

Create your academic narrative

- Keep track of your projects.
- Reflect on your intellectual and writing life. What do your specific interests, skills, and experiences tell us about you?

Identify the Application Criteria

- Spend a summer writing your statement of purpose.

- Tailor your statement of purpose to the program you are applying. Some programs have a prompt they expect you to follow. Some describe what they are looking for in potential students.
- Ask a professor in your field of study to review your statement of purpose.
- Don't write generic statements about how you love reading and literature. It's a given for English graduate students.
- Prepare a quality writing sample.
- Identify work produced for courses that are representative of your ability and interest. Your writing sample should be in the field to which you are applying. Check program websites for details.
- Turn your draft into a quality writing sample by revising and refining it. Semester-long courses may help you write a good draft that earns an A, but you will have to put in extra work to turn that draft into a quality writing sample.
- Use resources like the UL Writing Center to help you produce a quality sample.

Identify Three Reference Letter Writers

- Identify at least three professors who have taught upper-level classes in which you've produced outstanding work.
- Discuss your fit for graduate school with these professors before asking them to be a recommender. Pay attention to their responses. If a professor doesn't encourage you to apply to graduate school, or if they suggest you should ask someone with a different specialty, you should look for someone else.
- Request a letter of recommendation several months before the application deadline.
- When you ask for a letter of recommendation, provide professors copies of your work, CV, and statement of purpose. These documents will allow them to write a more detailed and useful recommendation. Make sure to give faculty plenty of time—usually two months—to read your materials and write your letter.

Identify Specific Requirements of Programs

- If institutions require GRE scores, study for the GRE.
- Identify deadlines for funding applications, which are usually earlier than admission applications. Many graduate programs offer a limited number of assistantships that are awarded on a competitive basis. These usually provide free tuition and a stipend that can assist you in living expenses. In exchange, you will be working part-time for the university, often as a tutor, teaching assistant, or administrative assistant. These are usually only available to full-time students and cannot be held alongside another full-time job.

For more tips and advice, check out the information at [this link!](#)

Life After the B.A.: CVs and Resumes

WHAT IS A CURRICULUM VITAE? (CV)

A CV is an accounting of your academic past. A CV (sometimes called a “vita”) is longer than resume, and it’s geared toward highlighting your education and your scholarly interests rather than your work history and proficiencies.

Name and Contact Information: make sure you use a professional email address (even if it’s gmail, have one that’s easy to follow and read!)

Areas of Interest: a listing of your varied academic interests.

Education: a list of your degrees earned or in progress, institutions, and years of graduation.

Grants, Honors and Awards: a list of grants received, honors bestowed upon you for your work, and awards you may have received.

Publications and Presentations: a list of any presentations or even publications (but don’t feel bad if you don’t have any!)

Employment and Experience: this section may include separate lists of teaching experiences, field experiences, volunteer work, leadership, or other relevant experiences. For example, working in the Writing Center on campus is relevant, while being an Uber driver is not (at least, not on your CV – but it definitely goes on a resume!). Include short descriptions of your experience that focus on field-related content, such as a description of the research project and the methods you used. Remember, the CV is about your academics rather than your work history.

Scholarly or Professional Memberships: a list of the professional organizations of which you are a member. If you have held an office or position in a particular organization, you can either say so here or leave this information for the experience section.

References: a list of persons who write letters of recommendations for you, which includes their contact information.

Formatting and Layout

- **Simpler is better**, with consistent headings, fonts, and writing style (so, either all complete sentences or all incomplete sentences.) Use a standard font that is easy to read. Times and Helvetica, or fonts like them, are commonly used.
- Use **one font and only one or two type sizes**, from 10-12 points. Using just one type and size of font and relying on capitalization and boldfacing for emphasis is also acceptable.
- Although there is no page limit, be concise. Include your name on every page, and a page number. To create emphasis, use indentations, capitalizations, spacing, boldface or italics. But CVs are usually longer than resumes, and that’s ok!
- Avoid putting dates on the left-hand margin.
- Use formatting techniques consistently.
- Leave a lot of white space. You want a clear, professional layout.

Sample CVs

1. Creative writing undergraduate applying for an MA

JENNIFER VAN ALSTYNE

Address /Phone Number/Email Address

EDUCATION

B.A., Monmouth University, English with a Concentration in Creative Writing, May 2013.

EDITING AND PUBLISHING

Bombay Gin, Poetry Editor (September 2013-Present)

Something On Paper, Book Reviews Editor (September 2013-Present)

Crossroads, Copyeditor and Layout Designer (August 2012-December 2012)

The Monmouth Review, Editor-in-Chief (September 2011-December 2012)

The Monmouth Review, Associate Editor (September 2010-September 2011)

PUBLICATIONS

Peer-Reviewed

van Alstyne, Jennifer. "Scansioned Music: A Glenn Gould Collection." *Crossroads* 8. (2013): 75-118. Print.

Creative

"This Is A Love Poem" *Paper Nautilus*, 2013.

"Manipulation" *The Foundling Review*, 2013.

"Captain Upton's House," *Midwest Literary Magazine*, 2012.

"Acadia" *Midwest Literary Magazine*, 2012.

"Orpheus" *Midwest Literary Magazine*, 2012.

"Solivigant" *Poetry Quarterly*, 2012.

"Wild Seed" *Eunoia Review*, 2012.

"Laundry" *Eunoia Review*, 2012.

"City Smog" *Eunoia Review*, 2012.

CONFERENCES AND PRESENTATIONS

"Aesthetics and Reality," Northeast Regional Honors Council Conference, Philadelphia, PA, April 2013

"Scansioned Music: A Glenn Gould Collection," Monmouth University Honors School Research Conference, Long Branch, NJ, December 2012

GRANTS, FELLOWSHIPS, AND AWARDS

Merit Scholarship, Monmouth University (2008-2013) \$60,000

Jane Freed Grant for Best Honors Thesis (2013) \$1,000

Creative Writing Award, Monmouth University (2013) \$500

Creative Writing Award, Monmouth University (2012) \$500

Chautauqua Writer's Festival Grant (2012) \$700

ADMINISTRATIVE EXPERIENCE

Skills: Budgeting, Microsoft Office (Excel, Word, Outlook, Publisher, Access), Event Planning, Administrative Assistance, Customer Service, Fundraising, CampusCall, Datatel, EMS Event Management Software

Monmouth University

Summer Conference Coordinator (2012-2013)

Events Assistant (2012-2013)

Sigma Tau Delta, President (2012-2013)

Sigma Tau Delta, Vice-President (2011-2012)

Resident Assistant (2011-2013)

University Fundraiser (2008-2010)

TEACHING EXPERIENCE

Monmouth University

Honors School Academic Mentor, Team Leader (2012-2013)

Peer Tutor Coordinator (2011-2013)

Honors School Academic Mentor (2011-2012)

Peer Tutor (2009-2011)

PROFESSIONAL DEVELOPMENT AND CERTIFICATIONS

Resident Assistant In-Service/Orientation, 2013, 2012, 2011

Level 1 Tutor, College Reading and Learning Association, 2012

Tutoring Center In-Service/Orientation, 2012, 2011, 2010, 2009

Academic Mentor In-Service/Orientation, 2012, 2011

SERVICE

Ministry of Artistic Intent, member (2010-Present) Artists community in Central New Jersey that puts on 3 major fundraiser events per year as well as hosting a bi-weekly reading series

REFERENCES

Michael Waters, Graduate Faculty, Monmouth University, Address, Phone number

Lu-Ann Russell, Director of Conference and Event Services, Monmouth University, Address, Phone number

Kevin Dooley, Dean of the Honors School, Monmouth University. Address, Phone number

WHAT IS A RESUME?

Where a CV focuses on academic accomplishments and specifics about your research interests, a resume emphasizes your **skills and experience**. You use a CV when applying for graduate school (in many different fields!) and a resume when applying for a job, whether that job be in the private, public, or non-profit sector.

A resume is typically shorter than a CV, as it is a concise, focused document meant to be read quickly. Still lead with your education and/or credentials. After that, there are two primary formats you can follow: skills or chronological.

From OWL at Purdue:

The **skills style** is well suited to students who have gained valuable experience through a number of unrelated jobs and courses. This format is also appropriate for people who are making a significant change in careers. It emphasizes what you can do, not where you have worked. Applicable skills can be established through any activities that you feel will demonstrate your qualifications: courses, work, volunteer activities, personal life, and so forth.

For example, if you talked to customers as you waited on them at McDonald's or investigated shipper's presentations in a psychology course, you have demonstrated communications skills. However, try to match your skills to the position you are applying for. If you are applying for a Customer Service Representative position, you might list the McDonald's and the moving company activities under a heading called Customer Service Skills.

.....

The **chronological** style of organization is most useful for people who have work experience in positions which are closely related to their desired employment. This style is also most suited to people who have not had long periods of unemployment time between jobs. This format starts with the present, or most recent, job and progresses back in time.

Link to [Owl at Purdue Resumes and CVs website](#)

Sample Resumes

1. Chronological Style
2. Skills Style

DAVID ENGLISH MAJOR

Home Address:

123 Persimmon Dr.
Lafayette, LA 70508
(337) 555-5555
david.english.major@gmail.com

Work Address:

1021 Rex Street
Lafayette, LA 70503
(337) 555-5555
cayenne@louisiana.edu

Career Objective

A career in tutoring and college preparation for high school students

Education

Bachelor of Arts in English, May 2019
Double Minors: German and Black Studies
University of Louisiana at Lafayette, Lafayette, LA
GPA: 3.92 of 4.0

Work Experience

Writing Center Tutor, University of Louisiana at Lafayette

August 2017- present

- Assisted students with writing and grammatical skills.
- Maintained filing system and appointment books.
- Led a university wide writing center workshop to help assist students entering the job market in their respective fields.

Rougarou Online Literary Journal, Editor University of Louisiana at Lafayette

August 2017-May 2018

- Reviewed poems and short story submissions for publication.

Indianapolis Museum of Art, 123 W 1st St., Indianapolis, IN

Summer 2015, Summer 2016

- Staffed public-facing information desk
- Led tours for local high school art classes

Honors and Activities

Sigma Tau Delta English Honor Society, Secretary 2018-2019

Scholar Program Research Fellowship, 2016-2019

Dean's List - Fall 2017, Fall 2018, Spring 2019

References available upon request

SALLY STUDENT

[Mailing address]

[email address]

[phone number]

EDUCATION

Bachelor of Arts in English, Creative Writing Concentration

Minor in French

University of Louisiana at Lafayette, May 2021

Magna Cum Laude: 3.8 Overall GPA

Relevant Courses:

- Advanced Creative Writing Workshop
- History of Children's Literature
- Francophone Popular Culture: The Graphic Novel
- Professional Ethics
- French Love Stories
- Creative Writing: Fiction
- Creative Writing: Drama

AWARDS

- Taylor Opportunity Program for students (TOPS) Performance Award (tuition plus stipend), State of Louisiana, 2017-2021
- Distinguished Freshman Scholarship, UL Lafayette, 2017-2018

SKILLS

- Writing
- Editing
- French oral and written proficiency
- Microsoft Word Certified

References available upon request.

Forms

1. Independent Study Request Form

Information and Permission Form for ENGL297-98 and 497-98

Instructor's Name: _____ Course: 297 / 298 / 497 / 498 Sec: _____

Student's Name: _____ ULID: _____

College: _____ Major: _____ Classification: _____

This form must be completed by the student with required approval signatures obtained before registration for a directed studies course in the English Department.

1. What previous credits have you earned in ENGL 297-98, 497-98? When and what was the subject of each study?
2. Are you applying for any other directed study in English this semester? If so, explain.
3. Write a prospectus for this project, attaching extra sheets if necessary.
4. Justify this project by explaining why you wish to substitute it for a regular course in the English Department, attaching extra pages if necessary.

Project approved by:

Faculty Member who will direct study

Student's Advisor

Department Head, English

Student's Signature

Date

Office Use Only: English Department Administrative Assistant will open a section of the course and put that section number at the top of this form and have student register for that course and section number. Once this is done, place one copy of the approved form and prospectus in the mailbox of the Undergraduate Coordinator and give one copy to the faculty member directing the study. Keep a copy with all signatures.

Acknowledgments

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