

## **Internationalization Report Department of English**

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Through an Internationalization of Academic Program Grant, the support of the Center for International Education, attendance at conferences and a roundtable discussion with English Department faculty, we recommend two general areas for internationalization in our major: curriculum and faculty/student enrichment.

### **Curriculum:**

- When revising curriculum for the department, select two lower level and two upper level classes that will carry an “I” designator or specifically include international content. Below are suggested courses to consider:

Lower Level: ENGL1101, ENGL 1102, ENGL2147 (Introduction to Film) and ENGL2149 (International Drama).

ENGL1101 and ENGL1102 are ideal classes to use for incorporating global perspectives. The First Year Composition Committee can consider adding a reader with a focus on global perspectives for ENGL 1101 and one exploring literature from around the globe for ENGL 1102 as a part of our selected menu of approved texts.

Upper Level: ENGL 5545 (Advanced Topics in Literature, Writing and Theory), ENGL 4119 (Studies in the Novel), ENGL 5159 (Advanced Creative Non-Fiction).

- Select one upper level and one lower level course for internationalization in both the Professional Writing Track and the Creative Writing Track.
- Designate a special ENGL course number for study abroad. This would eliminate the problem we sometimes face of trying to find usable credit for a student’s study abroad experience, and this would allow English majors to participate and in and receive credit for study abroad trips that might not be focused exclusively on literature. The course number could count as one of the required electives for all majors.
- Develop a 3000-level or 4000-level “Literature of the Americas” course which specifically focuses on the literary contributions of Canadian, Central American and South American authors.
- Encourage our Freshman Learning Communities to focus on global perspectives---especially in the choice of required texts and content. The courses, syllabi and pedagogical approaches associated with in the International Learning Communities would serve as an outstanding model for the FLC.
- Internationalizing our curriculum could work hand-in-hand with a service-learning component, especially with lower level coursework.

- Consider developing a Global Literature Minor or a Global Studies Minor, as other universities have done.

**Faculty/Student Enrichment:**

- Because our curriculum already provides excellent coverage of British and American literature, our World literature courses should be committed to teaching literature that would otherwise be excluded from our curriculum. We propose purchasing copies of *Teaching World Literature*, edited by David Damrosch, (one of the MLA's publications in the Options for Teaching Series) as a resource for faculty members teaching the World Literature sections.
- Designate some student fee money to begin a guest speaker series, bringing literary scholars who are focused on global perspectives to campus to deliver a lecture in Woodall Hall (one each semester).
- Begin a global perspectives faculty/student reading and discussion group for English majors.
- Coordinate an annual international student symposium, perhaps at the CIE. This symposium can showcase outstanding student work from internationalized courses across the curriculum.
- Invite the larger CSU community to the symposium and encourage professors to give extra credit incentives if students attend.

**Suggestions from Faculty Roundtable:**

- Invite the members of Phi Beta Delta, the International Honor Society, to help coordinate the student symposium.
- Sponsor an English student to attend the Phi Beta Delta annual conference.
- Next year, offer an Outstanding International Faculty Award. Ask departments to make these nominations.
- Allow faculty members to receive credit toward tenure through their participation in the internationalization effort at CSU.