

English

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Degrees offered: Bachelor of Science (BS), Bachelor of Arts (BA), Master of Science (MS), and Master of Arts (MA) in English; BS, BA, MS, and MA in American Studies

Undergraduate emphases: *BS, BA in English*—Literary Studies, Professional and Technical Writing, and English Teaching

Graduate specializations: *MS, MA in English*—Literature and Writing, Technical Writing; *MS, MA in American Studies*—Folklore, Public Sector Folklore

Undergraduate Programs

General Objectives

The undergraduate programs in English encourage students to gain an appreciation of language and literature through reading, analysis, and writing as a means of enriching their lives as individuals, citizens and professionals. Through a variety of courses in literature, writing, and linguistics, students develop an awareness of these subjects in their personal and cultural contexts, a heightened sensitivity to human experience, and a capacity to adapt to a world of continually changing values and centers of

conflict. Students majoring in English thus acquire communicative, analytical, and interpretive skills that help prepare them for a wide range of careers.

After completing a set of core requirements, students in English fulfill the requirements in one of three emphases: (1) the **Literary Studies** emphasis, which gives students a knowledge of the texts and writers of American, British, and world literature and their cultural contexts; (2) the **Professional and Technical Writing** emphasis, which prepares students for various writing careers in professional organizations; and (3) the **English Teaching** emphasis, which prepares students for teaching secondary-level English in the public school system. The English Department also offers a major in American Studies.

The English Department offers a Folklore minor and an interdisciplinary American Studies major and minor. It also offers an English Teaching Minor, an English Minor (Standard Nonteaching), and a minor in British and Commonwealth Studies.

The English Department also offers specific courses supporting other fields of specialization, courses fulfilling University Studies requirements, and enriching educational experiences through opportunities for creativity and expression enhancing lifetime activities.

Admission and Graduation Requirements

The requirements for admission and graduation are commensurate with those described on pages 15-18 and 50-52 of this catalog. To remain in good standing and to obtain approval for graduation as English majors or minors, students must maintain a minimum grade point average of 2.75 in their major and minor courses. All courses listed as major or minor subject courses must be taken on an *A-B-C-D-F* basis, and major or minor subject courses passed with less than a *C* grade must be repeated. Transfer students are required to complete at least 15 semester credits of major subject courses and 10 semester credits of minor subject courses in residence at USU.

Students in the English Teaching major and minor may also apply to the Secondary Teacher Education Program (STEP). See pages 306-307 for procedures and requirements pertaining to teacher licensure and admission requirements. See also the current edition of the *Guide to the Undergraduate Program in Secondary Education at USU*, available at the USU Bookstore.

Course Requirements

Core and Survey Requirements. All English majors are required to complete the following courses as soon as possible before enrolling in upper-division courses: ENGL 1110 (an orientation course); and three of the 2000-level literature survey courses. Exceptions are noted below under emphasis requirements.

Literary Studies Emphasis. This 49-credit emphasis is devoted to the study of literature. Its fundamental premise is that literature is a field of diverse representations that gives shape and meaning to human experience.

Students first complete three of the 2000-level survey courses, ENGL 2140, 2150, 2160, and 2170, that provide a traditional overview of the major periods, authors, and genres of American

and British literature. At the same time, students take an introductory course on literary theory, ENGL 2100, which, in addition to introducing them to the methodologies of literary criticism, challenges received notions about the canon and literary history.

At the 3000 and 4000 levels, students closely examine the conventions and principles forming the more traditional survey courses. Students select 9 credits from ENGL 3300, 3310, and 3320; complete ENGL 4300 (Shakespeare); select 3 credits from ENGL 4310, 4320, and 4330; and select 6 credits from ENGL 4340, 4350, 4360, and 4370. Focusing on specific literary periods, authors, and genres, these courses invite students to think critically about how literature is constructed and organized as a field of knowledge. They also take a linguistics course (ENGL 4200 or 4210), in which they study the structure and history of the English language.

At the 5000 level, students pursue advanced study of literature in relation to issues of gender and sexuality, regional and national boundaries, and cultural differences. These courses provide the advanced theoretical tools necessary to analyze the relationship between literature and culture (6 credits from ENGL 5300, 5320, and 5340). These courses insist that literary texts both exist within and depend upon a complex network of other cultural representations. Students also select one elective course in authors or genres from ENGL courses numbered 4300 through 4370.

The final course, a senior capstone seminar (ENGL 5350), encourages graduating students to both synthesize and critique their differing educational experiences within the program.

Professional and Technical Writing Emphasis. This 49-credit emphasis prepares students for career opportunities in various writing-related careers in professional organizations. The emphasis consists of: (1) a theoretical foundation in rhetoric and linguistics, enabling students to assess any writing situation and adapt their writing to the context as audience-aware writers; and (2) writing practice in a variety of contexts using the most up-to-date tools of technology, so that students know how to write and why they are writing, thus preparing them for the ever-changing job markets of the twenty-first century.

Students begin their studies by completing one literature survey course (ENGL 2140, 2150, 2160, or 2170) and two introductory professional writing courses (ENGL 3400 and 3410) introducing students to the profession of writing and the current technologies used in all levels of text production. At the same time, students also take two courses (chosen from ENGL 3450, 3460, and 5490) addressing rhetorical issues and strategies in the perception, reading, and writing of texts, and two courses in linguistics (chosen from ENGL 4200, 4210, 4230, and 5210) acquainting students with the structure and diversity of the English language.

In addition, all Professional and Technical Writing students must take ENGL 1120, Elements of Grammar, or pass the challenge exam offered by the Writing Center. Prerequisites for applications courses and internships must be passed with a grade of *B*- or higher.

Students then take courses in professional editing (ENGL 4400), document design and graphics (ENGL 4410), interactive media (ENGL 5410), and publication production and management (ENGL 5420). Along with these, students may also take courses in creative writing (ENGL 3420, 3430, and 3440), as well as those with more specific forms of writing, such as proposals, newsletters, and computer documentation (ENGL 5400). Internships (ENGL 4900) provide students with an opportunity to learn through hands-on experiences in a variety of organizations. Stu-

dents complete the program by taking a capstone course (ENGL 5430), in which they prepare portfolios, explore professional opportunities, and prepare to begin their careers.

English Teaching Emphasis. This 52-credit emphasis, leading to professional licensure in the teaching of secondary-level English, prepares prospective English teachers to participate actively in the many communities related to the profession. Students become well-versed in their academic subject matter (language, writing, literature, and multimedia), skilled in the methods of teaching the various components of the English curriculum and in classroom management techniques, and committed to the achievement of students regardless of gender, race, ethnic, religious, or socioeconomic background.

Students first complete 9 credits of literature survey courses selected from ENGL 2140, 2150, 2160, and 2170; and 3 credits of literary theory (ENGL 2100) to acquire a broad understanding of the traditional literary canon and the current theoretical foundations of English studies. They must also take ENGL 1120, Elements of Grammar, or pass the challenge exam offered by the Writing Center. They then take 12 credits in upper-division literature and then ENGL 3520, 4200, and 4220, which address the current understandings of the diversity of American language and culture as they impact the English classroom. Students take courses in young adult literature (ENGL 3510), Shakespeare (ENGL 4300), and 15 more credits of upper-division literature and writing courses to become familiar with the spectrum of theoretical, ideological, and scholarly issues at stake in English studies today. To become familiar with the art of teaching the many components of the English curriculum, students take two pedagogical courses (ENGL 4500 and 4510), which approach reading and writing as interdependent aspects of communication. If students wish to obtain professional licensure at graduation, they must also fulfill the requirements of the 35-credit Secondary Teacher Education Program (STEP) prescribed by the Department of Secondary Education.

American Studies Major and Minor. Many important issues associated with the origin, evolution, and manifestation of American culture transcend the boundaries of traditional subject areas, and are best explored from a variety of perspectives or disciplines. The American Studies major and minor provide students with the opportunity to integrate studies in various fields into a broader understanding of American culture and its antecedents. Although housed in the Department of English, the American Studies Program permits students to choose relevant courses for their cognate areas from a variety of participating departments throughout the University.

For admission and graduation, students must have and maintain a minimum grade point average of 2.75. All courses used to fulfill either the major or minor requirements must be taken on an *A-B-C-D-F* basis, and major or minor courses passed with less than a *C* grade must be repeated. However, up to 3 credits of internship credit, which is recorded as *P/F*, may be used to partially fulfill the major requirements. Transfer students are required to take at least 15 credits of major subject courses and 10 credits of minor subject courses in residence at USU.

Major. To obtain a degree in American Studies, students must complete a total of 49 credits, including 10 credits of core requirements that introduce foundations of American literature, region, and culture; 6 credits chosen from the 3000 level that expose students to the diversity of American culture; and 9 credits of upper-division work (4000 level) that allow students to approach American literature and culture through various genres.

In addition to completing the required English classes, students must complete 21 credits from two of the following cognate areas: folklore, history, nature and environment, and political science. Students will be required to meet with either the director or the undergraduate advisor to determine appropriate courses for the cognate areas.

The final course, a senior capstone, encourages graduating students to reflect on their overall coursework, synthesizing the perspectives they have gained about American culture in an extended research project reflecting their interdisciplinary academic experience.

Minor. For an American Studies minor, students must select 6 credits from the core courses. Also, a minimum of 12 credits must be selected in one of the four cognate areas.

Core Requirements (10 credits). ENGL 1110, 2160, 2170, 4610.

Cultural Diversity Required Courses (select a minimum of 6 credits). ENGL 3070, 3300, 3520, 3620.

Genre Required Courses (select a minimum of 9 credits). ENGL 4310, 4340, 4350, 4360, 4370, 4630, 4900.

Capstone (3 credits). ENGL 4690.

English Teaching Minor. English Teaching minor students must meet and maintain a 2.75 GPA for admission and graduation and complete the following 27-credit requirement: ENGL 2140 or 2150; ENGL 2160 or 2170; ENGL 3510, 3520, 4200, 4220, 4300, 4500, 4510. Any deviation from this plan must have the approval of the English Department's Director of Undergraduate Studies (Ray B. West 204F).

English Minor (Standard Nonteaching). The standard nonteaching minor consists of 18 credits of various courses, 12 of which must be in upper-division coursework. Nine of the 18 credits must be earned in residence at USU. Advanced Placement and CLEP credit and credit from ENGL 1010 and 2010 may **not** be counted toward this minor. The program must be approved by the Director of Undergraduate Studies at least one year prior to graduation.

British and Commonwealth Studies Minor. The 18-credit minor in British and Commonwealth Studies is an interdisciplinary program sponsored by the departments of English and History. Students must complete ENGL/HIST 2040, then select four appropriate courses from an approved list, and conclude with ENGL 5920 or HIST 4930, in which they complete an individual project concerning Britain and/or the Commonwealth. The program selected must be approved by the chair of the British and Commonwealth Studies Program at least one year prior to graduation. **Note:** Courses used to fulfill requirements for the English or History majors may **not** be used for this minor. For further information, contact either the English Department or the History Department.

Folklore Minor. The 18-credit minor in folklore is an interdisciplinary program sponsored by the English Department and the History Department. The coursework for the minor must be approved by the Director of the Folklore Program (Ray B. West 302B) at least one year prior to graduation. Folklore minor students must maintain a 2.75 GPA admissions and graduation standard.

Additional Information and Updates

English programs are constantly being updated. Students should therefore confer with the Director of Undergraduate Studies (Ray B. West 204F) or undergraduate advisor (Ray B. West 204E), or the American Studies advisor (Ray B. West 204E) for information about changes in requirements, scheduling, and sequencing of courses. Current requirement sheets are also available from the English Department (Ray B. West 201) and in the Science/HASS Advising Center (Student Center 302). Degree program information is also available at the department's website.

Financial Support and Scholarships

Scholarships, assistantships, grants-in-aid, and work-study programs are available through the University. In addition, the English Department employs a few students as tutors in The Writing Center and oversees various cooperative education and internship opportunities for students. Departmental scholarships are available on a competitive basis to juniors and seniors, as well as to some sophomores. Applications are accepted in January and February and are available in the college dean's office, Main 338.

Graduate Programs

Admission Requirements

In addition to the requirements specified on pages 90-91 (Admission Procedures), applicants for admission to the English Department graduate programs should have a BS or BA degree with an undergraduate major in a subject area relevant to the graduate program they desire to enter. The English Department accepts the Miller Analogies Test in place of the GRE general test, but encourages applicants to take the GRE. The department also requires a 5-10 page writing sample appropriate to the program the applicant desires to enter. The Technical Writing specialization has additional requirements; see the following website:

<http://english.usu.edu/techcomm/>.

International applicants from non-English-speaking countries who desire an MS or MA degree in English should have a BS or BA degree in English from an accredited, English-speaking university. Students whose command of written English is not adequate to the demands of writing a graduate thesis in English may be required to take courses in Intensive English or may be counseled to obtain a second bachelor's degree at USU (30 credits minimum).

The annual application deadline is January 15 for those who wish to be considered for a graduate instructor position, a Moyle Q. Rice Scholarship, or other form of financial aid. The final annual deadline is June 1 for all other applicants who wish to begin their course of study fall semester.

Anyone who has not been accepted into a graduate program in the English Department must have permission from the department's Director of Graduate Studies to enroll in English graduate courses.

Degree Programs

The Department of English offers courses of study leading to the MS and MA degrees in English and in American Studies. Applicants seeking the English degree may be admitted into the Literature and Writing specialization or the Technical Writing specialization. Applicants seeking the interdisciplinary American Studies degree may draw from almost any combination of courses

dealing with American culture: literature, history, art, government, etc. Folklore is one of the specializations in American Studies, with courses in all aspects of folklore study, including public sector folklore.

For a more complete description of the Department of English graduate programs, see the department's website:
<http://websites.usu.edu/english/>.

English Program Requirements

Applicants will be admitted to the English degree for one of two specializations: Literature and Writing (30-33 credits) or Technical Writing (33 credits).

Literature and Writing. This specialization results from a merger of two previous specializations within the English degree: *Literary Studies* and *Theory and Practice of Writing*. The Literature and Writing specialization is designed to help secondary-level English teachers advance their careers, to prepare students to teach English at two-year colleges, and to prepare students to pursue doctoral studies in English. Students plan their program of study with their advisor, selecting courses primarily from the ENGL 6330 to 6360 range and the ENGL 6820 to 6890 range. Students are encouraged, but not required, to take ENGL 6320 and/or ENGL 6810. In addition, ENGL 6820 is required for all students working as Graduate Instructors. With the approval of the student's advisor, a program of study may also include courses from one of the department's other specializations and one course from another department.

As part of a commitment to exploring the relationship between technology and the humanities, and to accommodate students living beyond commuting distance, the department offers at least one online graduate seminar per semester appropriate for students in the Literature and Writing specialization. There may also be an appropriate online course offered during the summer. These online courses are also open to on-campus students. Students can complete the degree entirely online. However, if they take only online courses, they should expect a limited selection of courses, and they should expect to take longer than two years to graduate.

Students in Literature and Writing may pursue *either* the MS or the MA degree, but the department recommends the MA for those planning to continue study at the doctoral level. Literature and Writing students are encouraged to choose *either* Plan A or Plan B, both of which require an extended project, which is completed under the supervision of the student's Supervisory Committee and culminates in an oral defense. Plan A consists of 24 credits of coursework and 6 credits of ENGL 6970 (Thesis), leading to a thesis of 60 pages or more; Plan B consists of 27 credits of coursework and 3 credits of ENGL 6970, leading to a mini-thesis. Both Plan A and Plan B projects require the student to meet on campus at least twice with his or her Supervisory Committee. During the first meeting, the student defends a written thesis proposal. During the second meeting, the completed thesis is defended. With the approval of the Creative Writing Committee, a Plan A or Plan B project may consist of a piece of creative writing and an accompanying critical essay. Plan C, which consists of additional coursework (33 credits as opposed to 30 credits for Plan A or B) and no extended project or defense, is also available. Plan C does not require the student to come to campus for defense meetings with the Supervisory Committee, so it is geared especially to students living beyond commuting distance who are taking all or most of their courses online. Students enrolled in all three plans write a Comprehensive Exam.

Technical Writing (online). Technical Writing is designed for students who already have some training and/or experience as practitioners of technical writing. The program is entirely online, via the Internet. The program's mission is to prepare students to enter or reenter nonacademic workplaces, not just as practitioners, but also as developers and managers of technical documents. When they finish the program, students will be qualified to determine and defend writing policy and practices in their workplaces.

To prepare students for these leadership roles, the program provides them with a strong theoretical understanding of their profession. In their online graduate seminars, students will read widely in research and theory relating to workplace writing practices. They will critically examine both the theories and the practices, and they will explore ways in which each can enhance the other. They will also learn how to manage teams of writers, and they will explore ethical issues in the profession. The program will balance the theoretical training with opportunities for students to improve their own practical skills as technical writers, learning how to apply theory and current technology to the production of a variety of technical documents. This practical training will include multimedia presentations and graphic design.

The program is designed primarily for nontraditional students—working professional writers who want to enhance their credentials and build a strong theoretical understanding of their profession. However, it may also accept some traditional students who have just finished their undergraduate studies.

Students in Technical Writing must complete 33 credits under the Plan C option. Courses may be taken in any sequence. Students in this program pursue the MS degree.

American Studies Program Requirements

Those applicants who have been admitted to the American Studies degree will work out a program of study with either the American Studies advisor or the Folklore advisor. Generally, students develop their programs with an emphasis in American literature, folklore, or history. Interdisciplinary connections with many other departments at USU are possible. Students may choose the standard program, the Folklore specialization, or the Public Sector Folklore specialization. The American Studies degree requires 30 credits, with a preference for the MA and the Plan A (thesis) options, although the MS and the Plan B options are also accepted.

Students in the standard program must take American Studies Theory and Method (ENGL 6600) early in their course of study. Students in the Folklore specialization must take Folklore Theory and Method (ENGL 6700) early in their course of study. Students selecting the Public Sector Folklore specialization will follow the same requirements as students in the Folklore specialization, with the following exception. All students in the Public Sector Folklore specialization are required to take Folklore Fieldwork (ENGL 6720), Public Folklore (ENGL 6730), and Graduate Internship (ENGL 6900).

Of special interest to students in American Studies are the *Western Historical Quarterly* and the *Western American Literature* journals published at USU, which often provide editorial and clerical positions for graduate students. Also, The Mountain West Center for Regional Studies sponsors lectures and programs and provides research assistance for students working in the field of regional studies. The Merrill Library is a regional depository for federal publications and receives 60,000 to 70,000 government titles each year. The library's Special Collections contain thousands of historical photographs, an immense store of pioneer diaries and papers, and a strong collection of books and manuscripts relating to the west, the pioneers, the Mormons, cowboys, and cowboy po-

etry. The Fife Folklore Archives, named after Utah folklorists Austin and Alta Fife and recognized as one of the best folklore archives in the country, contains over 3,400 books on folklore and folklore-related topics. The Special Collections also serve as the national repository for the American Folklore Society's Papers, over 50 linear feet of records and documents accumulated during the 114-year history of the organization.

General Requirements

All candidates for the MS and MA degrees must meet the School of Graduate Studies requirements (see pages 90-97 of this catalog). Only grades of *B-* or better will be accepted for credits in support of the degree programs; however, students must maintain an overall GPA of 3.0 to remain in the program.

All candidates must complete a comprehensive examination covering the material of their graduate program; however, the nature of this examination varies according to the particular specialization and the advice of the candidate's supervisory committee.

All candidates are required to defend their Plan A thesis or Plan B papers. After successfully defending their Plan A thesis, students must submit a department-approved final draft to the thesis coordinator in the School of Graduate Studies office (Main 164). After successfully defending their Plan B papers, students must submit a department-approved copy to University Library Special Collections (Merrill Library 143).

All candidates who are first-year graduate instructors are required to take Practicum in Teaching English (ENGL 6820) during their first semester. The candidate's supervisory committee will determine whether ENGL 6820 will be accepted as part of the candidate's graduate program.

Financial Assistance

The Department of English has a limited number of graduate instructor positions and Moyle Q. Rice Scholarships available on a competitive basis for both English and American Studies graduate students. Additional financial aid is available through the journal of *Western American Literature*. All applicants whose application materials are received by January 15 will automatically be considered for possible scholarship awards. All applicants who wish to be considered for a graduate instructorship should contact the Director of Graduate Studies in the English Department. The application deadline for instructorships is January 15.

English Faculty

Professors

Jay Anderson, folklife, material culture, folk art

Melody Graulich, American Literature, American Studies, Western American literature, feminist studies

Christine Hult, composition and rhetoric, teacher education (Associate Dean, College of Humanities, Arts and Social Sciences)

Thomas L. Kent, rhetoric and composition (Dean, School of Graduate Studies)

Joyce A. Kinkead, composition and rhetoric (Vice Provost for Undergraduate Studies and Research)

Lynn L. Meeks, teacher education, composition and rhetoric, literature for children and young adults

Jeffrey Smitten, eighteenth century British literature, Scottish literature, literary theory and criticism

Charlotte Thralls, professional communication, workplace culture (Associate Dean, College of Humanities, Arts and Social Sciences)

Barre Toelken, folklore, Native American studies, medieval literature

Professors Emeritus

Jan Bakker, nineteenth- and early twentieth-century American literature

Kenneth W. Brewer, poetry and essay writing

Associate Professors

Paul J. Crumbley, American poetry, nineteenth century American women writers, American identity, the wilderness experience

Kathryn R. Fitzgerald, teacher education, composition and rhetoric, writing assessment

Evelyn I. Funda, American literature, Western American literature

Patricia Gantt, teacher education, young adult literature, American studies, women and gender studies, southern literature

Keith A. Grant-Davie, composition and rhetoric, reading theory, technical communication

David E. Hailey, Jr., technical communication, online information, CBT technology

Phebe Jensen, sixteenth- and seventeenth-century British literature, Shakespeare

Sonia Manuel-Dupont, linguistics, technical communication, teacher education

Brian W. McCuskey, nineteenth-century British literature

John E. McLaughlin, linguistics, technical communication, Native American languages

Kristine A. Miller, twentieth-century British literature

Jan E. Roush, American Studies, folklore

Anne Shifrer, twentieth-century literature, women writers, poetry, literary theory and criticism

Ronald R. Shook, technical communication, linguistics

Stephen C. Siporin, folklore, folk narrative, material culture, folk ethnicity

Jeannie B. Thomas, folklore, legend, oral narrative, humor and gender

Associate Professors Emeritus

Kate M. Begnal, twentieth-century literature, postmodernism, literary theory and criticism

Patricia Gardner, world literature, children's and young adult literature, folklore

Assistant Professors

Christopher Cokinos, creative nonfiction, poetry writing, science and nature writing

Kelli Cargile Cook, technical communication

Brock Dethier, composition, creative writing

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Jennifer Sinor, rhetoric and composition, teacher education

Michael Sowder, creative writing (poetry), American literature

Roberta S. Stearman, American literature, fiction writing

Andrea Tinnemeyer, American literature

Mark Zachry, rhetoric and professional communication

Adjunct Assistant Professor

Christie L. Fox, folklore; Program Coordinator of Honors Program

Senior Lecturer

Nancy O'Rourke, technical communication

Lecturers

Shanan L. Ballam, writing, creative writing

Star Coulbrooke, Assistant Director of Writing Center

Julie R. Foust, writing; Director of Rhetoric Associates

Marina L. Hall, American literature, composition

Charlene A. Hirschi, Director of Writing Center

Julie Robertson, writing

Paige Smitten, literature and writing

Anne H. Stark, literature and writing

Course Descriptions

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