

**ENGLISH HANDBOOK
FOR THE
MASTERS PROGRAM
2009-2010**

**Texas A&M University-Corpus Christi
College of Liberal Arts**

Texas A&M University-Corpus Christi

College of Arts & Humanities

Department of English

6300 Ocean Drive

Corpus Christi, TX 78412

361-825-2263

August 2009

Dear incoming English graduate students:

On behalf of our English Department faculty, I would like to welcome you to the Master of Arts in English program. We know that this is a major decision in your life and an important step in your goals as a writer, a scholar, and a professional.

Our MA program is designed to help you meet your long-term goals, whether they entail advancing your knowledge of the English discipline, deepening your expertise as a teacher, preparing for your career at community colleges, succeeding in doctoral studies or law school, or taking your writing skills into the business world.

Over the course of the next two years, please consider the English graduate faculty--all 18 of us--as a cohort dedicated to your success. Whether as teachers, advisors, mentors, colleagues, or members of your thesis and examination committees, each and all of us are invested in *your* learning, *your* achievement, and *your* personal and professional development.

This handbook is designed to serve as a resource throughout your graduate studies at Texas A&M University-Corpus Christi. As an introduction to procedures, policies, and resources, these pages should assuage your initial worries about *what*, *how* and *when*. We are also counting on you to consult with faculty members for additional information beyond what is contained here.

We are looking forward to working and learning with you. Again, welcome to the program.

Sincerely,

Dr. Cristina Kirklighter
Coordinator, English Graduate Program

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Getting Started....with answers to frequently asked questions:

1. How many students are accepted each year?

Since its inception in 1993, between 10 and 20 students have been accepted into the program each year.

2. What is the English graduate-student population like?

- Average age is in the mid-twenties.
- Gender mix: 77% percent are females, 23% are males.
- Ethnic mix: 20% Hispanic and 80% are White.
- Undergraduate GPA: average 3.37

In addition to your fellow English graduate students, other students also enroll in our English courses from graduate programs in Education, History, Psychology, Business, Computer Science, Communications, and Interdisciplinary Studies.

3. What is the normal course load?

A full-time course load defined by the University is 9 credit hours, or 3 courses, per long semester. (Less than 1/3 of students in the program attend full time.) Because most of our students also work, we encourage them to take a maximum of 6 credit hours during a long semester. Taking more than 6 hours during a summer session requires approval of your advisor or the coordinator of the program.

4. How long will it take me to complete my degree?

Usually it takes two school years, with one summer (for full-time progress) or two summers (taking 6 hours per long semester).

5. How large are the seminars?

Core courses usually have 15-20 students, electives 10-15 students.

6. What is the atmosphere of the department?

Here is how some current students and alumni describe it:

- “The atmosphere of collaboration and professional informality permeates the department.”
- “The English faculty are an exception to the long tradition of departments that espouse an attitude toward students of ‘us versus them.’”
- “The English faculty rarely treated me as only a student; they reinforced the idea that I and others in the program were to be future colleagues and we were treated as such.”

7. What are the program's strengths?

Ask our alumni!

- “The classes are small; graduates get individualized attention and receive many opportunities for experiment/advancement with research, teaching, grading, etc.”
- “Students from traditionally marginalized backgrounds can come here and find tremendous support, financially, emotionally, academically.”
- “Our English faculty maintain professional demeanors and high academic expectations and criteria while communicating with us on a very personal and human level. Not an easy trick to pull off.”
- “I received excellent advising and mentoring from my graduate advisors....I was encouraged, supported, and always given the attention and time to discuss whatever issues I needed to address.”

8. After finishing the M.A., what are my options?

Since the program's inception in 1993, many of our graduates have come from (and returned) to primary and secondary schools in surrounding districts. Recently, though, increasing numbers of our students have been accepted into doctoral programs. Still others are working as community college faculty and technical writers.

Documents of the Program

Since our accreditation review in 2000, the English faculty has reexamined our founding documents as a way of redefining program goals and assessing the design, implementation, and success of our curriculum. The important documents that underpin the English graduate program are the following;

Texas A&M University-Corpus Christi – Mission Statement

Texas A&M University-Corpus Christi is devoted to discovering, communicating, and applying knowledge in a complex and changing world. The university identifies, attracts, and graduates students of high potential, especially those from groups who have been historically under-represented in Texas higher education. Through a commitment to excellence in teaching, research, and service, Texas A&M University-Corpus Christi prepares students for lifelong learning and for responsible participation in the global community.

College of Arts & Humanities - Mission Statement

The College seeks to prepare students for productive lives in a dynamic multicultural world by developing habits of critical thinking which can serve as the foundation for the development of such basic intellectual skills as reading, listening, mathematical competency, speaking, and writing.

These objectives are pursued through a program of formal instruction providing specialized knowledge and skills within an environment that emphasizes broad and diverse forms of interaction between and among students and faculty.

The College seeks to provide an experience that will help to develop habits of active learning and a commitment to continued inquiry and intellectual growth.

English Graduate Program - Mission Statement (2007)

The M.A. in English program offers all candidates the opportunity to grow intellectually and creatively through the advanced study of language and literature. The program is designed to further students' knowledge and understanding of writing, composition theory, linguistics, literature, literary theory, and cultural diversity. It aims to develop accomplished teachers of English at the secondary and community college levels, to prepare skilled professional/technical writers and writing trainers, and to offer students pursuing terminal degrees in English or American Studies the background and skills needed to begin doctoral study. This program is committed to excellence, timeliness—in keeping abreast of current developments in the field—and an integrated conception of English as a field of study.

Goals of the Program (2007)

- Proficiency in the critical reading of texts in context.
- Proficiency in writing and critical thinking at the graduate level.
- Proficiency in scholarly methods of research and inquiry.
- Familiarity with core knowledge, vocabulary, issues and developments in Rhetoric/Composition, Linguistics, Literary Studies, and Borderland Studies.
- Knowledge of creative and thoughtful teaching pedagogies and classroom practices; and
- Knowledge of and appreciation for cultural diversity both within and beyond South Texas that will prepare them to be responsible participants in the global community.

A Short Description of Our Program....

The candidate for the English MA degree must complete 36 graduate hours in English with a “B” average and must pass the Masters comprehensive examination. Credit for no more than one “C” earned at this university may be applied to the degree. The 15-hour core (described below) is required of all students. In addition to the core, students choosing the non-thesis track will take 9 hours of courses in their track emphasis and/or linguistics, 9 hours of English electives, and the 3-hour capstone course, ENGL 5395 (Capstone). Students choosing the thesis-track will take the core, 9 hours of courses in their emphasis, 6 hours of English electives, and 6 hours of ENGL 5390 (Thesis)--3 hours in one semester and 3 hours in a separate semester. Only those students who demonstrate outstanding graduate work and initiative may write a thesis, which they must then defend in an oral examination. A maximum of 6 credit/no credit hours may count toward the degree for non-thesis students, 9 credit/no credit hours for thesis students (inclusive of ENGL 5390). A maximum of 3 credit hours of ENGL 5396 (Independent Study) may count towards the degree.

The following courses make up the 15-hour core:

- ENGL 5302 Bibliography and Research Methods (offered in fall)
- ENGL 5310 Literary Criticism and Theory (offered in fall)
- ENGL 5340-49 One seminar in literature for Composition Rhetoric track (offered in fall, spring, and summer)
- ENGL 5360-69 One seminar in Composition/Rhetoric for Literature and Borderlands track (offered in fall, spring, and summer)
- ENGL 5372 Composition Theory and Pedagogy (offered in spring)
- ENGL 5381 Introduction to Linguistics (offered in spring)

Transfer of Credits

In addition to the University's general policy on transfer of credit, the following regulations will apply to the MA in English program: Up to 9 semester hours of graduate-level study may be transferred from other regionally accredited institutions of higher education if appropriate to the degree. No course with a grade of less than a "B," and no course that has counted toward the earning of another graduate degree, will be accepted as transfer credit. Credit that is more than seven years old at the time of graduation will not be counted toward the MA degree.

Comprehensive Examination

The purpose of the English comprehensive examination is to provide students with the opportunity to integrate, synthesize, and reflect on the learning achieved during the program. All candidates for the English MA degree must pass this comprehensive examination, which is administered by the English Graduate Committee, and given in fall and spring (and summer by special request). Students must register for this examination at the appropriate time with the Coordinator of the English MA program. Students will receive the reading lists for the examination at the start of the semester (fall or spring) that they take their first English graduate class. They should consult with their graduate advisor early in the program on the specific nature and purpose of the comprehensive examination. Full details of the English MA Comprehensive Examination may be obtained from the Coordinator of the English Graduate program or from the office of the Dean in the College of Liberal Arts.

Exit Requirements

In addition to meeting the university requirement of a 3.0 GPA or greater, candidates for the MA in English must meet the following exit requirements:

- (1) Thesis-option students must defend the thesis in an oral examination; a majority of the thesis committee members must grade the thesis and its defense passing. Candidates will submit an approved bound copy of the completed thesis to the English graduate coordinator.
- (2) Students pursuing the non-thesis option must successfully complete the ENGL 5395 Capstone.
- (3) All students must pass the comprehensive examination.

Degree Plans for Thesis and Non-Thesis Options

Composition/Rhetoric Track

This track emphasizes the theory, pedagogy, and methodology of composition and rhetoric.

Thesis Option

	Semester Credit Hours
Required Core	15
Composition, Rhetoric, Linguistics (from ENGL 5360-69, 5380, 5385, 5392)	9
English Electives	6
Thesis	6
Total Credits	36

- Oral Defense of Thesis
- Written Comprehensive Examination

Non-Thesis Option

	Semester Credit Hours
Required Core	15
Composition, Rhetoric, Linguistics (from ENGL 5360-69, 5380, 5385, 5392)	9
English Electives	9
Capstone (ENGL 5395)	3
Total Credits	36

- Written Comprehensive Examination

Literary Studies Track

This track is designed to further students' knowledge, understanding, and appreciation of literature in relation to its social, historical, and cultural contexts, and to explore current theory, pedagogy, and methodology related to its study.

Thesis Option

	Semester Credit Hours
Required Core	15
*Literature	9
(from ENGL 5340-49, 5393)	
English Electives	6
Thesis	6
Total Credits	36

- Oral Defense of Thesis
- Written Comprehensive Examination

Non-Thesis Option

	Semester Credit Hours
Required Core	15
*Literature	9
(from ENGL 5340-49, 5393)	
English Electives	9
Capstone (ENGL 5395)	3
Total Credits	36

- Written Comprehensive Examination

*Must include 3 hours in British literature and 3 hours in American literature

Borderlands Studies Track

This track emphasizes textual and cultural practices, literature, composition/rhetoric, professional writing, creative writing, and linguistics from the perspective of intercultural and interdisciplinary encounter. Situating these practices and disciplines within global/historical frameworks, the track is designed to help students explore such issues as modernity, hybridity, globalization, ethnicity, multiculturalism, and multilingualism.

Thesis Option

	Semester Credit Hours
Required Core	15
Language and Writing in the Borderlands	9
(from approved course listings in English)	
*Electives	6
Thesis	6
Total Credits	36

- Oral Defense of Thesis
- Written Comprehensive Examination

Non-Thesis Option

	Semester Credit Hours
Required Core	15
Language and Writing in the Borderlands (from approved course listings in English)	9
*Electives	9
Capstone (ENGL 5395)	3
Total Credits	36

- Written Comprehensive Examination

*May include up to 6 hours of approved courses outside of English

Advising

During your first semester, you will be assigned a faculty advisor, who is your most immediate guide through graduate studies. While we try to make sure all graduate faculty have advisees and no one faculty member is overloaded, we also invite you to let us know with whom you would most like to work.

Please make an appointment to meet with your faculty advisor before registering for your second semester of graduate studies. At this time, you and your advisor will develop a tentative degree plan to map out a sequence of courses to complete the program. Your advisor will also be happy to answer your questions about Ph.D. programs and career possibilities.

It is your responsibility to update your degree plan with your faculty advisor each semester and to file an official degree plan before applying for graduation. You will then need to schedule an appointment to meet with Rachelle Stanley in Academic Advising (Driftwood 203E, 825-3466) to certify your final degree plan.

MASTER OF ARTS IN ENGLISH
TEXAS A&M UNIVERSITY-CORPUS CHRISTI
(COMPOSITION/RHETORIC TRACK - NON-THESIS OPTION)

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Dean/Assoc. Dean _____ Date _____

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Some important policies in relation to these degree plans

- The program requires 36 credit hours. Only those students in the Borderlands Studies track can take approved elective courses outside of English that count towards their degree. This helps to ensure that students attending full time will finish the degree in two years (including summer sessions).
- In addition to your five core courses in your track, you are required to take 9 hours in your area of emphasis (see degree plans for emphasis courses in your track). ENGL 5392 will count toward this emphasis if you choose the Composition and Rhetoric track. It will count as an elective if you choose the Literature or Borderland Studies track.
- All of the nine hours in the emphasis area must be seminar hours. Directed Independent Studies (DIS) hours will count *in the elective section* of your degree plan.
- The Directed Independent Studies course (ENGL 5396) is designed to provide inquiry and research opportunities in an area of special interest otherwise not available in course offerings. Normally, a DIS is taken after the 15-hour core is completed. Only one DIS may be applied toward the Masters degree. See your advisor for ways to incorporate a DIS into your program of study. (Additional information is included later in this handbook.)
- If you are considering applying for a teaching assistantship, you must have completed 18 graduate credit hours in English, including ENGL 5302, ENGL 5372, and one seminar in the ENGL 5360-69 sequence by the time you begin teaching. (See the teaching assistantship application form later in this handbook.)
- Consult your advisor about whether to pursue the thesis or the non-thesis track. You probably will not have a clear idea about what you want to do until the end of your first year. That decision will directly impact the courses you take during your second year and should be based on your own professional goals. (See the “thesis” section of this handbook for further information.)
- Second-year course work should support your second exam area. Your advisor will be able to select courses in emphasis and elective areas that work in conjunction with your exam areas.

Suggested Two-year Course of Study for Non-Thesis Track Composition/Rhetoric Track

(6 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy - Core	9
ENGL 5381 – Introduction to Linguistics - Core	12
Summer Sessions Year 1*	
Seminar in Composition, Rhetoric, (5360-69) – One of these courses is required to be eligible for a teaching assistantship in the fall.)	15
Choose from one of the following:	
English 5392 (required for teaching assistantship in the fall)	
Seminar in Literature – Core Option 1 (5340-5349)	18
Fall Year 2	
Elective	21
Choose from one of the following	
Seminar in Literature – Core Option 2 (5340-5349) recommended for those who are teaching assistants	
Seminar in Composition, Rhetoric, and Linguistics (5360-5369, 5380/85)	24
Spring Year 2	
ENGL 5395 - Capstone	27
Elective	30
Comprehensive examination	
Summer Sessions Year 2	
Seminar in Composition, Rhetoric (5360-69)	33
Elective	36

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

Suggested Two-year Course of Study for Thesis Track Composition/Rhetoric

(6 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy - Core	9
ENGL 5381 – Introduction to Linguistics - Core	12
Summer Sessions Year 1*	
Seminar in Composition, Rhetoric, (5360-69) – One of these courses is required to be eligible for a teaching assistantship in the fall.)	15
Choose from one of the following:	
English 5392 (required for teaching assistantship in the fall)	
Seminar in Literature – Core Option 1 (5340-5349)	18
Fall Year 2	
ENGL 5390 - Thesis	21
Choose from one of the following	
Seminar in Literature – Core Option 2 (5340-5349) recommended for those who are teaching assistants	24
Seminar in Composition, Rhetoric, and Linguistics (5360-5369, 5380/85)	
Spring Year 2	
ENGL 5390 – Thesis	27
Elective	30
Comprehensive examination	
Summer Sessions Year 2	
Seminar in Composition, Rhetoric (5360-69)	33
Elective	36

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

**Suggested Two-year Course of Study for Non-Thesis Track
Composition/Rhetoric**

(9 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory – Core	6
Seminar in Literature – Core (5340-5349)	9
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy	12
ENGL 5381 - Introduction to Linguistics	15
Seminar in Composition, Rhetoric (5360-69) – One of these courses is required to be eligible for a teaching assistantship in the fall.	18
Summer Sessions Year 1*	
Elective	21
Choose from one of the following:	
English 5392 (required for teaching assistantship in the fall)	
Seminar in Rhetoric and Composition (5360-69)	24
Fall Year 2	
Seminar in Composition, Rhetoric, and Linguistics (5360-5369, 5380/85)	27
Elective	30
Spring Year 2	
ENGL 5395 – Capstone	33
Elective	36
Comprehensive examination	

*Students accepted as teaching assistants for the coming year must attend workshops during summer session I and take ENGL 5392 in summer session II.

**Suggested Two-year Course of Study for Thesis Track
Composition/Rhetoric**

(9 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory – Core	6
Seminar in Literature – Core (5340-5349)	9
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy	12
ENGL 5381 - Introduction to Linguistics	15
Seminar in Composition, Rhetoric (5360-69) – One of these courses is required to be eligible for a teaching assistantship in the fall.	18
Summer Sessions Year 1*	
Elective	21
Choose from one of the following:	
English 5392 (required for teaching assistantship in the fall)	
Seminar in Rhetoric and Composition (5360-69)	24
Fall Year 2	
ENGL 5390 – Thesis	27
Seminar in Composition, Rhetoric, and Linguistics (5360-5369, 5380/85)	30
Spring Year 2	
ENGL 5390 – Thesis	33
Elective	36
Comprehensive examination	

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

Suggested Two-year Course of Study for Non-Thesis Track Literature

(6 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy - Core	9
ENGL 5381 – Introduction to Linguistics - Core	12
Summer Sessions Year 1*	
Seminar in Composition, Rhetoric – Core Option 1 (5360-69) – One of these courses is required to be eligible for a teaching assistantship in the fall.)	
Elective recommended for those who will not be teaching assistants	15
English 5392 (required for teaching assistants in the fall and will count as an elective for those in the literature track)	
Seminar in Literature (5340-5349, 5393) – recommended for those who will not be teaching assistants	18
Fall Year 2	
Seminar in Composition, Rhetoric – Core Option 2 (5360-5369) recommended for those who are not teaching assistants	21
Seminar in Literature – (5340-5349, 5393) recommended for teaching assistants	24
Elective	
Spring Year 2	
ENGL 5395 – Capstone	27
Seminar in Literature (5340-49, 5393)	30
Comprehensive examination	
Summer Sessions Year 2	
Seminar in Literature (5340-5349, 5393)	33
Elective	36

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

Suggested Two-year Course of Study for Thesis Track Literature

(6 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy - Core	9
ENGL 5381 – Introduction to Linguistics - Core	12
Summer Sessions Year 1*	
Seminar in Composition, Rhetoric – Core Option 1 (5360-69) – One of these courses is required to be eligible for a teaching assistantship in the fall.)	
Elective recommended for those who will not be teaching assistants	15
English 5392 (required for teaching assistants in the fall and will count as an elective for those in the literature track)	
Seminar in Literature (5340-5349, 5393) – recommended for those who will not be teaching assistants	18
Fall Year 2	
English 5390 - Thesis	
Seminar in Composition, Rhetoric – Core Option 2 (5360-5369) recommended for those who are not teaching assistants	21
Seminar in Literature – (5340-5349, 5393) recommended for teaching assistants	24
Spring Year 2	
ENGL 5390 – Thesis	27
Seminar in Literature	30
Comprehensive examination	
Summer Sessions Year 2	
Seminar in Literature (5340-5349, 5393)	33
Elective	36

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

Suggested Two-year Course of Study for Non-Thesis Track Literature

(9 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Seminar in Literature (5340-5349, 5393)	9
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy - Core	12
ENGL 5381 – Introduction to Linguistics - Core	15
Seminar in Composition, Rhetoric – Core (5360-5369)	18
Summer Sessions Year 1*	
Seminar in Literature – (5340-5349, 5393)	21
English 5392 (required for teaching assistants in the fall and will count as an elective for those in the literature track)	
Elective recommended for those who will not be teaching assistants	24
Fall Year 2	
Elective	27
Seminar in Literature – (5340-5349, 5393)	30
Spring Year 2	
ENGL 5395 – Capstone	33
Elective	36
Comprehensive examination	

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

Suggested Two-year Course of Study for Thesis Track Literature

(9 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Seminar in Literature	9
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy - Core	12
ENGL 5381 – Introduction to Linguistics - Core	15
Seminar in Composition, Rhetoric – Core (5360-5369)	18
Summer Sessions Year 1*	
Seminar in Literature – (5340-5349, 5393)	21
English 5392 (required for teaching assistants in the fall and will count as an elective for those in the literature track)	
Elective recommended for those who will not be teaching assistants	24
Fall Year 2	
ENGL 5390 - Thesis	27
Seminar in Literature – (5340-5349, 5393)	30
Spring Year 2	
ENGL 5390 – Thesis	33
Elective	36
Comprehensive examination	

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

Suggested Two-year Course of Study for Non-Thesis Track Borderlands

(6 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy - Core	9
ENGL 5381 – Introduction to Linguistics - Core	12
Summer Sessions Year 1*	
Seminar in Composition, Rhetoric – Core Option 1 (5360-69) – One of these courses is required to be eligible for a teaching assistantship in the fall.)	
Elective recommended for those who will not be teaching assistants	15
English 5392 (required for teaching assistants in the fall and will count as an elective for those in the borderlands track) Borderland approved courses in English – recommended for those who will not be teaching assistants	18
Fall Year 2	
Seminar in Composition, Rhetoric – Core Option 2 (5360-5369) recommended for those who are not teaching assistants	21
Borderland approved courses in English recommended for teaching assistants	24
Elective	
Spring Year 2	
ENGL 5395 - Capstone	27
Borderland approved courses in English	30
Comprehensive examination	
Summer Sessions Year 2	
Borderland approved courses in English	33
Elective	36

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

Suggested Two-year Course of Study for Thesis Track Borderlands

(6 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy - Core	9
ENGL 5381 – Introduction to Linguistics - Core	12
Summer Sessions Year 1*	
Seminar in Composition, Rhetoric – Core Option 1 (5360-69) – One of these courses is required to be eligible for a teaching assistantship in the fall.)	
Elective recommended for those who will not be teaching assistants	15
English 5392 (required for teaching assistants in the fall and will count as an elective for those in the borderlands track)	
Borderland approved courses in English – recommended for those who will not be teaching assistants	18
Fall Year 2	
English 5390 - Thesis	
Seminar in Composition, Rhetoric - Core Option 2 (5360-5369) recommended for those who are not teaching assistants	21
Borderland approved courses in English recommended for teaching assistants	24
Spring Year 2	
ENGL 5390 – Thesis	27
Borderland approved courses in English	30
Comprehensive examination	
Summer Sessions Year 2	
Borderland approved courses in English	33
Comprehensive examination	
Elective	36

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

Suggested Two-year Course of Study for Non-Thesis Track Borderlands

(9 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Borderlands approved course in English	9
Spring Year 1	
ENGL 5372 – Composition Theory and Pedagogy - Core	12
ENGL 5381 – Introduction to Linguistics - Core	15
Seminar in Composition, Rhetoric – Core	18
Summer Sessions Year 1*	
Borderlands approved course in English	21
English 5392 (required for teaching assistants in the fall and will count as an elective for those in the borderlands track)	
Elective recommended for those who will not be teaching assistants	24
Fall Year 2	
Elective	27
Borderlands approved course in English	30
Spring Year 2	
ENGL 5395 – Capstone	33
Elective	36
Comprehensive examination	

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

Suggested Two-year Course of Study for Thesis Track Borderlands

(9 hours per long semester)

Course	Running total Credit hrs.
Fall Year 1	
ENGL 5302 – Bibliography and Research - Core	3
ENGL 5310 – Literary Theory - Core	6
Borderlands approved course in English	9
Spring Year 1	
ENGL 5381 – Introduction to Linguistics - Core	15
Seminar in Composition, Rhetoric – Core (5360-5369)	18
Summer Sessions Year 1*	
Borderlands approved course in English	21
English 5392 (required for teaching assistants in the fall and will count as an elective for those in the borderlands track)	
Elective recommended for those who will not be teaching assistants	24
Fall Year 2	
ENGL 5390 - Thesis	27
Borderlands approved course in English	30
Spring Year 2	
ENGL 5390 – Thesis	33
Elective	36
Comprehensive examination	

*Students accepted as teaching assistants for the coming year must take ENGL 5392 in summer session II.

English Graduate Courses

Required Courses

ENGL 5302.

Bibliography and Research

A survey of the basic techniques of research and scholarly procedures in composition studies, language, and literature. Offered only in Fall.

ENGL 5372.

Composition Theory and Pedagogy

A study of works by contemporary rhetoric/composition specialists, with special regard to the theoretical basis of composing and its pedagogical implications. Offered only in the Spring

ENGL 5310.

Literary Criticism and Theory

An examination of current debates in literary theory, with emphasis on methods such as new criticism, formalism, Marxism, as well as more recent theories such as post-structuralism, feminism, and postcolonialism. Offered only in Fall.

ENGL 5381.

Introduction to Linguistics

Introduces students to the nature and behavior of human language; covers topics in phonetics, morphology, syntax, semantics, sociolinguistics, neurolinguistics, and language acquisition. Offered only in Spring.

ENGL 5340-49 (required for Composition and Rhetoric Track)

Seminar in Literature

Please see course listings below under “Literature Seminars.”

ENGL 5360-69 (required for Literature and Borderland Studies Tracks)

Seminar in Composition/Rhetoric

Please see course listings below under “Seminars in Rhetoric/Composition.”

Capstone (required in non-thesis track)

ENGL 5395.

Capstone

A seminar that connects English studies with the life of the professional scholar, introducing students to publication, conference work, academic-community activity, and involvement with culture and society.

Thesis track

ENGL 5390.

Thesis

Must be taken twice, in two separate semesters. This course is graded "credit" or "no credit." Prerequisite: approval of English Graduate Committee.

Literature Seminars

ENGL 5340.

Renaissance Literature

Examination of poetry, drama, or prose of the Early Modern period. May be repeated for credit when topics vary.

ENGL 5341.

Shakespeare

Studies in selected comedies, histories, or tragedies by Shakespeare. May be repeated for credit when topics vary.

ENGL 5342.

British Poetry and Prose 1790-1830

Studies of major writers and texts of the British Romantic period. Primary focus is on the literary works, poetics, and criticism of the period, with opportunities to bring in current literary theories and criticism.

ENGL 5343.

British Poetry and Fiction 1900-present

Exploration of one or more writers, genres, literary movements, issues, or ideologies of the 20th century. Includes writers from the British Isles and the Commonwealth. May be repeated for credit when topics vary.

ENGL 5344.

Studies in Victorian Literature and Culture

Studies of British fiction, poetry, and prose written between 1830 and 1900 and the social forces—domestic, economic, political, religious, scientific—this literature influenced and was influenced by. Sample topics: Social change and the Victorian body; Victorian popular culture; Victorian Love; Neo-Victorianism. May be repeated for credit when topics vary.

ENGL 5346.

American Literature to 1865

Readings in one or more writers, genres, literary movements, issues, or ideologies of the period. Sample topics: Emily Dickinson, the American Renaissance, Female Transgression in Early American Literature, American Frontier Literature. May be repeated for credit when topics vary.

ENGL 5347.

American Literature 1865-1940

Studies in one or more writers, genres, literary movements, issues, or ideologies of the period. Sample topics: Fitzgerald and Hemingway, T.S. Eliot, Modernism and the Harlem Renaissance, American Modernist Poets. May be repeated for credit when topics vary.

ENGL 5348.

American Literature 1940-present

Exploration of one or more major writers, genres, literary movements, issues, or ideologies since World War II. Sample topics: Postmodernism, Feminism, Multiculturalism, Chicana Literature. May be repeated for credit when topics vary.

ENGL 5349.

Topics and Genres in Literature

Studies in topics and genres that span more than one literary period and/or include works from both British and American literature. Sample topics: Science Fiction, Mexican American Literature. May be repeated for credit when topics vary.

Seminars in Rhetoric/Composition and Linguistics

(these courses meet our “emphasis” requirement)

ENGL 5360.

Evaluation and Diagnosis of Writing

Study and practice in methods by which written texts are evaluated and the evaluation used for instructional purposes. Methods range from classroom techniques to formal assessment procedures (holistic, primary trait, portfolio, etc.)

ENGL 5361.

Basic Writing Theory and Pedagogy

Studies in the theory and pedagogy of the teaching of developmental writing. Focus centers on the political, sociolinguistic, and educational history and status of basic writers.

ENGL 5362.

Computers and Writing

Studies in the theory and practice of electronic research, writing and editing. Includes topics that relate to academic scholarship and contemporary writing instruction within electronic settings.

ENGL 5363.

History of Rhetoric

Examination of classical and modern traditions in rhetoric and their application to written discourse. Topics focus on contributions of classical and modern rhetoricians, written literacy, and the institutionalization of writing instruction.

ENGL 5364.

Technical Writing Theory and Pedagogy

Exploration of theories and practice in technical and professional writing, with emphasis on analyzing documents and their contexts.

ENGL 5365.

Community Literacy Theory and Pedagogy

Studies in the production of texts, with emphasis on the relation between textuality and social groups, and between textuality and cultural identities.

ENGL 5369.

Topics and Genres in Rhetoric and Composition

Exploration of specific issues and problems in rhetoric and composition studies. Sample topics: ethnographic research, gender and writing. May be repeated for credit when topics vary.

ENGL 5392.

Practicum for Composition Instructors

Practical training for English Teaching Assistants. A seminar in contemporary composition and rhetorical theory with practical applications for the Freshman classroom. Offered summer session II. Prerequisite: formal acceptance as a Teaching Assistant by the College of Arts and Humanities.

Seminars in Linguistics

ENGL 5380.

Seminar in Grammar and Linguistics

Exploration of topics such as syntax, philosophy of language, language in society, and contrastive linguistics. May be repeated when topics vary. Offered in Fall.

ENGL 5381.

Introduction to Linguistics

Introduces students to the nature and behavior of human language; covers topics in phonetics, morphology, syntax, semantics, sociolinguistics, neurolinguistics, and language acquisition. Offered in Spring.

ENGL 5385.

Seminar in Applied Linguistics

Exploration of topics such as language assessment, grammar and the teaching of writing, and second language acquisition. May be repeated when topics vary.

Additional Electives

ENGL 5375.

Creative Writing

A study of the principles of writing prose fiction and poetry, with an emphasis on the elements and critical terminology of each genre. The course is taught in a workshop setting.

ENGL 5376.

Professional Writing

Workshop on the genres and practices of professional writing and communication.

ENGL 5396.

Individual Study

Individual study, reading or research with faculty direction and evaluation. Available only to students who have completed the core. Credit for this course is limited to 3 hours in any degree plan.

ENGL 5399.

Workshop

Variable topics in English, offered in a practical, workshop setting when there is sufficient demand. This course is graded "credit" or "no credit."

Borderland Courses

The courses below are approved Borderland Studies courses in the English Department.

English 5345: Seminar in Literature - Imperialism and the Colonized Psyche (Dr. Jan Haswell)

English 5345: Postcolonial Theory (Dr. Jan Haswell)

English 5345 - Chicana Literature (Dr. Elisabeth Mermann-Jozwiak)

English 5348 - Nation, Identity, and the 'New' American Literature (Dr. Elisabeth Mermann-Jozwiak)

English 5349 - Crossing Borders, Crossing Nations (Dr. Kevin Concannon)

English 5369 - Composition in American Universities (Dr. Chuck Etheridge)

English 5369 - Visual Rhetoric (Dr. Susan Garza)

English 5369 – Exploring the Borders of Literacy (Dr. Susan Garza)

English 5369 - The Essay (Dr. Cristina Kirklighter)

English 5369 – Rhetoric, Race, Gender, and Power (Dr. Diana Cardenas and Dr. Cristina Kirklighter)

English 5385 - Seminar in Applied Linguistics: Language in Society (Dr. Nancy Sullivan)

Capstone Portfolio

Students choosing the non-thesis option must enroll in English 5395 during the spring semester if they plan on graduating in the spring or summer of that year. In English 5395, students will be required to submit a graduate portfolio consisting of selected papers from their classes. Students are strongly advised to save all of their papers on disk and hard copy. The portfolio will contain an introductory essay or letter and three documented research projects/papers from three different courses within the program, at least one of which will be in the student's selected track. The designated professor for English 5395 will assign a grade to the portfolios and then will submit the portfolios to the M.A. Exam Committee for program assessment purposes. The portfolios will be assigned a number and assessed anonymously by the Committee.

Comprehensive Examinations

In 1999-2000, the English faculty approved a written comprehensive examination as the graduate program's "exit requirement." The purpose of the exam is:

- to help cultivate and nurture a "graduate culture."
- to add coherence and rigor to the program's curriculum.
- to further actualize the rhetoric/composition emphasis of the program.
- to provide students the opportunity to deepen and broaden their studies.
- to foster collaborative learning communities through the formation of study groups.

For all incoming students in the fall of 2007, the examination will be divided in four areas of specialty.

- 1) Rhetoric and Composition, 2) American Literature, 3) British Literature, and 4) Borderland Studies

Policies

General Policies

- As a requirement of the Master's degree in English, all students (thesis and non-thesis track) must successfully pass comprehensive written examinations at the end of their time in the program.
- Comprehensive examinations will be offered twice a year: once in the fall semester and once in the spring.
- Candidates will take two examinations. Students will be given the reading lists at the beginning of their first semester in the program.
- All candidates will take an examination in their area of emphasis (Literary History [British or American], Rhetoric/Composition, or Borderland Studies).
- Candidates may then choose to be examined over one of the other three reading lists.
- These two examinations will be taken together over a four-day period (Thursday noon to Monday noon) on a take-home basis. A page limit will be set by the Comprehensive Examinations Committee. The examinee needs to make a good-faith effort to attempt both exams in a four day period for full consideration from the Comprehensive Exams Committee.
- **Students must not collaborate or share examinations during the exam period.**
- Students will take the examinations **no earlier than** the semester they expect to graduate, with the exception of August graduates, who will take the examinations in the spring.
- **Students must be registered for a minimum of 3 credit hours in the semester during which they take the examinations.**
- The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with

disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.

- All examination answers must be computer-generated and in MLA format.

The Grading Process

- The Comprehensive Examinations Committee consists of four members of the English faculty, one of whom acts as Chair. The members, who rotate on a two-year basis, represent respectively Rhetoric/Composition; American Literature; British Literature, and Borderlands Studies.
- The questions in each category are drafted by the member representing his/her own area but are then refined and agreed upon by the entire committee.
- The essays are graded through a blind review process.
- The examinations are graded Pass with Distinction, Pass, or No Pass.
- The Chair notifies the candidates of their results.
- If a student fails to pass one or both of the comprehensive examinations, he/she may retake the failed exam(s) once. Further retakes are permitted only through written application to the English Graduate Committee. **Retakes during the same semester of administering the first exam are not permitted except when documented extenuating circumstances exist and then only with the approval of the MA Exam Committee. Retakes may be administered during one of the summer sessions, but only with the approval and availability of all the committee members**

Appeal Process

A student who believes that he or she has not been held to appropriate academic standards, has not been granted equitable evaluation procedures, or has been failed unreasonably may appeal the exam outcome. In such situations, the burden of proof is upon the student to demonstrate the appropriateness of the appeal. The decision process in any appeal taken beyond the level of the Examination Committee may extend into the subsequent semester. The timetable and steps for the appeal process are described below.

Steps in the Exam Appeal Process:

Because disputes of this nature are often the result of misunderstanding, the student is encouraged first to discuss the matter with the chair of the Comprehensive Examinations Committee. In those instances in which the student's questions are not resolved at this level, the formal appeal process may be implemented by presenting a written grievance to the Examination Committee within fifteen calendar days of notification of the exam outcome. Within ten calendar days after receiving the written grievance, the Comprehensive Examinations Committee will either sustain the original decision or make a change and notify the student in writing or by e-mail regarding this action. If the Comprehensive Examinations Committee does not act within this period or if the student is not satisfied by the Comprehensive

Examination Committee's action, the student has ten calendar days to appeal in writing to the next level. Subsequent steps in the appeal process will be first to the English Graduate Committee and then to the Chair of the Department, each of which will have ten calendar days to act. Any further appeals will be made in accordance with the procedures for student grade appeals.

Resources

In 2001-2002 the English Graduate Committee and Bell Library specialists established a reserve list of books, held by the Library, comprised of most of the titles included on our reading lists (see section in this handbook). To check out a book (for up to one week):

1. Access PORTAL
2. Click on Reserve materials
3. By course, type in ENGL 5396 or
4. By instructor, type in Kirklighter, C.

The complete reserve list and call number for each book is available.

During the week of examinations, we arrange with the library that no materials can leave the building. This is to ensure that students taking the exam will be able to access what they need.

Advice for Students

- **Plan ahead!! Although some of the required texts will be included in your course readings, the bulk will not. Start reading during your first semester—this material cannot be digested in one semester!**
- Work with other students in informal study groups to talk about ideas. Remember that the faculty carefully selected these readings for a purpose: they represent important approaches to issues in the profession and should help you assess and articulate your own position. We have also written the sample exam prompts very carefully. Make sure you have a good sense of the scope and intent of these samples.
- When you take the exam, read each question very carefully, noting any separate parts. The MA Exam Committee expects your essay to address all elements of the question.
- You are not being tested on how much you have read but on how judiciously you apply relevant sources to your argument. If the question asks you to use four sources, don't think you have to use many more than that. It can injure an essay to pepper it with references that aren't germane to your answer. Just because you have read twenty-five authors on your subject doesn't mean that your reader must as well. Be selective.
- The Committee is primarily looking for a well-argued, well-constructed essay that answers the question(s) you chose. Don't, in the heat of the moment, confuse quantity of facts with quality of essay. Never lose sight of the fact that a successful essay will have a clear thesis that is then supported and illustrated throughout the body of the work.

- Do not over-quote or use an abundance of long quotes. Try to ensure that your own authorial voice is clearly heard and that you don't allow your sources to write too much of the essay for you.
- Do not run over the number of pages assigned by more than half a page. (For example, if the instructions say eight pages, do not turn in more than 8½ pages.)

RHETORIC & COMPOSITION READING LIST – FALL 2007

Note: Many of these works are articles.

History of the Profession

- Scholes, Robert. *The Rise and Fall of English*. New Haven, Yale UP, 1998.
Connors, Robert. *Composition-Rhetoric: Backgrounds, Theory, and Pedagogy*.
Pittsburgh, U of Pittsburgh P, 1997.

Rhetoric

- Aristotle. *Rhetoric*. Book I.
Burke, Kenneth. "A Grammar of Motives: Introduction: The Five Key Terms of Dramatism," 1298-1324 in Bizzell, Patricia and Bruce Herzberg. *The Rhetorical Tradition*. Boston: St. Martin': 2001.
A Rhetoric of Motives: Part I: Identification and Consubstantiality, 1324-1340 in Bizzell, Patricia and Bruce Herzberg. *The Rhetorical Tradition*. Boston: St. Martin': 2001.
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- Connors, Robert J. "The Rise of Technical Writing Instruction in America." *Journal of Technical Writing and Communication* 12.4 (1982): 329-352.
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BRITISH LITERATURE READING LIST – FALL 2007

Note: candidates are free to select the edition unless one is specified. Candidates are also expected to read scholarly discussions of these primary sources.

Chaucer, Prologue to the Canterbury Tales, “Miller’s Tale,” “Reeve’s Tale,” “Wife of Bath’s Prologue and Tale,” “The Nun’s Priest’s Tale,” “The Merchant’s Tale,” “The Pardoner’s Prologue & Tale”

Sir Gawain and the Green Knight

Thomas More, Utopia

William Shakespeare, King Lear

John Donne, lyrics from Songs and Sonets: “The Good-Morrow,” “The Sunne-Rising,” “The Canonization,” “Break of Day,” “Twickenham Garden,” “A Nocturnal upon St. Lucy’s Day, Being the Shortest Day,” “A Valediction: Forbidding Mourning,” and “Good Friday 1613, Riding Westward”

John Milton, “At a Solemn Music,” “Lycidas,” and Sonnets 19 and 23

William Wordsworth, “Lines Composed a Few Miles Above Tintern Abbey,” “Ode: Intimations of Immortality,” The Prelude (selections from current Norton Anthology of English Literature), “Preface to Lyrical Ballads”

Samuel Taylor Coleridge, “The Rime of the Ancient Mariner,” “Kubla Khan,” “Christabel,” “Frost at Midnight,” “Dejection: An Ode,” Biographia Literaria (selections from current Norton Anthology of English Literature)

Percy Bysshe Shelley, “Hymn to Intellectual Beauty,” “Mont Blanc,” “Julian and Maddalo,” “Ode to the West Wind,” “A Defence of Poetry”

John Keats, “When I Have Fears,” “The Eve of St. Agnes,” “La Belle Dame Sans Merci” “Ode to Psyche,” “Ode to a Nightingale,” “Ode on a Grecian Urn,” “Ode on Melancholy,” “To Autumn,” Letters (selections from current Norton Anthology of English Literature)

Mary Shelley, Frankenstein

Jane Austen, Pride and Prejudice, Persuasion, Northanger Abbey (choose one)

Alfred Tennyson: “In Memoriam,” “Lady of Shallot,” “Ulysses”

Robert Browning: “My Last Duchess,” “Porphyria’s Lover”, “Fra Lippo Lippi,” “The Bishop Orders His Tomb”

R. L. Stevenson: Strange Case of Dr. Jekyll and Mr. Hyde

Charlotte Bronte: Jane Eyre

Charles Dickens: Great Expectations, Hard Times (choose one)

Joseph Conrad, Heart of Darkness

E. M. Forster, A Passage to India

James Joyce, Dubliners

Virginia Woolf, To the Lighthouse

W. B. Yeats, “Adam’s Curse,” “The Song of Wandering Aengus,” “Sailing to Byzantium,” “The Second Coming,” “Easter 1916,” “Leda and the Swan,” “The Crazy Jane Sequence,” “The Dialogue of Self and Soul,” “The Long-Legged Fly”

Paul Scott, The Jewel in the Crown

Arundhati Roy, The God of Small Things

Harold Pinter, The Dumb Waiter

Seamus Heaney, Seeing Things

Derek Walcott – Norton selections

Chinua Achebe - Things Fall Apart

Michael Ondaatje - Running in the Family

Richter, David. Falling into Theory: Conflicting Views on Reading Literature. 2nd edition. New York: Bedford/St. Martins, 2000.

AMERICAN LITERATURE READING LIST – FALL 2007

Notes:

- 1) Texts preceded by an asterisk (*) can be found in the *Norton Anthology of American Literature* (7th edition) on reserve in the library. A subsequent edition may be substituted.
- 2) In addition to reading the literary texts on this list, candidates are expected to read scholarly discussions of the works.

NATIVE AMERICAN NARRATIVES: PRE- AND POST-CONTACT

- *Creation Stories (Iroquois and Pima)
- *Trickster Tales (any two)

VOICES OF SPANISH EXPLORERS & CONQUISTADORS

- * Christopher Columbus. Excerpts from letters.
- *Alvar Núñez Cabeza de Vaca. Excerpts from *Relación*

EARLY POETRY

Read one from:

- *Anne Bradstreet. All selections
- *Edward Taylor. All selections
- *Phillis Wheatley. All selections

NONFICTION FROM THE AMERICAN REVOLUTION AND EARLY NATIONAL PERIOD

- *Benjamin Franklin. *The Autobiography*

THE EARLY NOVEL

Read one from:

- Charles Brockton Brown. *Wieland*
- James Fenimore Cooper. *The Last of the Mohicans*
- *Hannah Foster. *The Coquette*
- Susanna Rowson. *Charlotte Temple*

THE AMERICAN RENAISSANCE: THE TRADITIONAL CANON

- *Ralph Waldo Emerson. *Nature*
- *Walt Whitman. All selections

Read two from:

- *Nathaniel Hawthorne. *The Scarlet Letter*
- Herman Melville. *Moby Dick*
- *Henry David Thoreau. *Walden*

THE AMERICAN RENAISSANCE: CANON REVISIONS

- *Margaret Fuller. All selections
- *Emily Dickinson. All selections

Read one from:

Louisa May Alcott. *Little Women*
Fanny Fern. *Ruth Hall*
Catharine Maria Sedgwick. *Hope Leslie*
Harriet Beecher Stowe. *Uncle Tom's Cabin*
Harriett Wilson. *Our Nig*

Read one from:

*Frederick Douglass. *Narrative of the Life of Frederick Douglass*
Harriet Jacobs. *Incidents in the Life of a Slave Girl*

REGIONAL REALIST/LOCAL COLOR FICTION

Read two from:

*Bret Harte. "Tennessee's Partner"
*Sarah Orne Jewett. "A White Heron"
*Kate Chopin. "The Storm"
*Mary E. Wilkins Freeman. "A New England Nun"
*Charles W. Chesnutt. "The Goophered Grapevine"

NATIVE AMERICAN VOICES

Read three from:

*The Navajo Night Chant
*Chippewa Songs
*Ghost Dance Songs
*Native American Oratory: Cochise and Charlot
*Sarah Winnemucca. Excerpts from *Life among the Piutes*
*Charles Alexander Eastman (Ohiyesa). Excerpts from *The Deep Woods to Civilization*
*Zitkala Ša. Excerpts from *The School Days of an Indian Girl*

REALIST/NATURALIST FICTION

Read one from:

*Henry James. *Daisy Miller: A Study*
*Edith Wharton. "Roman Fever"

Read one from:

*Jack London. "The Law of Life"
*Stephen Crane. "The Open Boat"

SHORT REALIST/NATURALIST NOVELS

Read one from:

*Kate Chopin. *The Awakening*
*Stephen Crane. *Maggie: A Girl of the Streets*

BLACK VOICES AND THE HARLEM RENAISSANCE

Read three from:

*Paul Laurence Dunbar. All selections

- *Claude McKay. All selections
- *Langston Hughes. All selections
- *Countee Cullen. All selections
- *Zora Neale Hurston. All selections

SMALL AMERICAN TOWNS

Read two from:

- *Edgar Lee Masters. All selections
- *Edwin Arlington Robinson. All selections
- *Sherwood Anderson. Prose selections

MODERNIST POETICS

- *T. S. Eliot. All selections
- *Robert Frost. All selections

Read two from:

- *Wallace Stevens. All selections
- *William Carlos Williams. All selections
- *Ezra Pound. All selections
- *H. D. All selections
- *Marianne Moore. All selections
- *Hart Crane. All selections

FICTION OF THE '20s and '30s

Read three from:

- *F. Scott Fitzgerald. "Babylon Revisited"
- *Ernest Hemingway. "The Snows of Kilimanjaro"
- *John Dos Passos. U.S.A. selections
- John Steinbeck. "Chrysanthemums" or "Flight"
- *Richard Wright. "The Man Who Was Almost a Man"
- *Katherine Anne Porter. "Flowering Judas"

NOVELS

- *Mark Twain. *Huckleberry Finn*
- William Faulkner. *The Sound and the Fury*

PLAYS

- *Susan Glaspell. *Trifles*
- Eugene O'Neill. *The Hairy Ape*

SOUTHERN WRITING

- *Tennessee Williams. *A Streetcar Named Desire*

Read one from:

- *Eudora Welty. "The Petrified Man"
- *Flannery O'Connor. "Good Country People"

COLD WAR CULTURE AND ITS DISCONTENTS

- *Alan Ginsberg. All selections
- *Randall Jarrell. All selections
- Arthur Miller. *The Crucible*
- Jack Kerouac. "The Beat Generation"

BLACK ARTS MOVEMENT

- *Amiri Baraka. *The Dutchman*
- *Gwendolyn Brooks. All selections

1960s AND AFTER

- Thomas Pynchon. *Crying of Lot 49*
- John Barth. "The Literature of Exhaustion"

Read one from:

- *John Cheever. "The Swimmer"
- John Barth. "Lost in the Funhouse"
- *Bernard Malamud. "The Magic Barrel"
- *Raymond Carver. "Cathedral"

Read one from:

- *Denise Levertov. All selections
- *Anne Sexton. All selections
- *Adrienne Rich. All selections

POSTMODERNITY AND DIFFERENCE

Read two from:

- Sandra Cisneros. "Eyes of Zapata"
- *Louise Erdrich. "Fleur"
- Gish Jen. "In the American Society"
- Helena María Viramontes. "The Cariboo Café"
- Ernest J. Gaines. "The Sky is Gray"

Read one from:

- Denise Chavez. *The Last of the Menu Girls*
- David Henry Hwang. *M. Butterfly*
- August Wilson. *Fences*

Read two from:

- *Lorna Dee Cervantes. All selections
- *Michael S. Harper. All selections
- *Simon J. Ortiz. All selections
- *Joy Harjo. All selections

BEYOND MULTICULTURALISM

Karen Tei Yamashita. *Tropic of Orange*

Richter, David. *Falling into Theory: Conflicting View on Reading Literature*. 2nd ed.

BORDERLANDS READING LIST – FALL 2007

Theory

- Aijaz, A., "Literary Theory and Third World Literature"
- Bhabha, H., "Of Mimicry and Man: The Ambivalence of Colonial Discourse." *The Location of Culture*. New York: Routledge, 1994. 85-92.
- , "The Postcolonial and the Postmodern The Question of Agency." *The Location of Culture*. New York: Routledge, 1994. 171-197.
- Calderón, H., and J.D. Saldívar (eds.), *Criticism in the Borderlands*
- Canagarajah, S. "Multilingual Writers and the Academic Community: Towards a Critical Relationship"
- From Canagarajah, S., *Reclaiming the Local in Language Policy and Practice*:
Mermann-Jozwiak, E., and N. Sullivan, "Local Knowledge and Global Citizenship"
- Chandra Talpade Mohanty.. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." in Third World Women and The Politics of Feminism. eds. Chandra Talpade Mohanty, Ann Russo, and Lourdes Torres. Bloomington: Indiana UP, 1991. 65-77.
- From Gonzalez, R. and I. Melis (eds). *Language Ideologies*: F. Aparicio, "Of Spanish Dispossessed"
- From Gomez-Peña, G., *The New World Border*: "The New World Border"
- Guerra, J.C., *Close to Home: Oral and Literate Practices in a Transnational Mexicano Community*
- Hicks, E., *Border Writing: The Multidimensional Text*
- From Kells, M. et al., *Latino/a Discourse: On Language, Identity and Literacy Education*: Cárdenas, D., "Creating an Identity: Personal, Academic, and Civic Literacies," and Mejía, J., "Bridging Rhetoric and Composition Studies with Chicano and Chicana Studies: A Turn to Critical Pedagogy"
- Mohanty, C., "Under Western Eyes"
- Mora, P., *Nepantla: Essays from the Land in the Middle*
- Pratt, M.L., *Imperial Eyes: Travel Writing and Transculturation*
- From Ricento, T. (ed.), *An Introduction to Language Policy: Theory and Method*: A. Pennycook, "Postmodernism in Language Policy," and J. Tollefson, "Critical Theory in Language Policy"
- Saldívar, J.D., *Border Matters: Remapping American Cultural Studies*
- Zentella, A., "The Hispanophobia of the Official Language Movement in the U.S."

Literature

- Anzaldúa, G., *Borderlands/La frontera*
- Ruiz de Burton, M.A., *The Squatter and the Don*
- Castillo, A., *So Far From God*
- Cofer, J.O., *Latin Deli*
- Goldman, F., *The Ordinary Seaman*
- Kincaid, J., *The Autobiography of My Mother*
- From Rebolledo, T.D., and E. Rivero, *Infinite Divisions: An Anthology of Chicana Literature*: la Chrisx, "La Loca de la Raza Cósmica," Mora, "Legal Alien" and

“1910,” Rivera, “Mestiza,” Cervantes, “Beneath the Shadow of the Freeway” and
“Para un Revolucionario,” Viramontes, “The Moths,” Gaspar de Alba, “Literary
Wetback.”

Rivera, T., ...*y no se lo tragó la tierra/And the Earth Will Not Devour Him*

Villanueva, V., *Bootstraps: From an American Academic of Color*

Walcott, D., selected poems

Current issue of *Puentes*

Sample Examination Prompts

Rhetoric and Composition

In The Making of Knowledge in Composition, Stephen North identifies three major approaches in the field, those taken by the practitioner, the scholar, and the researcher. In the past 25 years, which approach do you think has most shaped good composition teaching? Which do you think is most likely to do so in the next quarter century?

How has the field addressed the concept/idea of audience as it relates to writing instruction?

Discuss "error" as it is defined in comp theory, and what these "definitions" mean in terms of the teaching and learning spaces that develop for students.

British Literature

Describe two theoretical approaches (examples: new critical, feminist, psychological, Marxist, new historical) and apply the two approaches to a reading of Shakespeare's King Lear.

What arguments can be posited for and against the use of the writer's biography as a context to aid the critical understanding of a Romantic text? Where do you stand on the issue? To answer this question, you may bring in relevant critical theories from any period, or you may stay within the Romantic period itself. Whatever you decide, please use specific texts to support your position.

In his literary study Mimesis, Erich Auerbach argues:

At the time of the first World War and after--in a Europe unsure of itself, overflowing with unsettled ideologies and ways of life, and pregnant with disaster--certain writers distinguished by instinct and insight find a method which dissolves reality into multiple and multivalent reflections of consciousness. That this method should have been developed at this time is not hard to understand. (487)

In an interpretive essay, explain Auerbach's insight describing Modernism, using the works of W. B. Yeats and two other British Modernists. Make sure to address both the multiple and self-conscious characteristics that Auerbach identifies using specific textual examples.

American Literature

Several texts in Richter's anthology focus on the literary canon and its relation to issues of nation, race, and ethnicity. With reference to four writers from a variety of ethnicities, discuss how such a focus creates new definitions of "American literature."

Focusing on one literary period of your choice (e.g., American Renaissance, Modernism, contemporary/postmodern era), discuss some of the prevalent thematic concerns and technical characteristics of the literature of that time. Choose four specific texts from the reading list to support your answer.

From your readings in Richter's Falling into Theory, select a theoretical approach and apply it to four texts from the reading list. The texts you select should cover the period from 1850 to the present.

Borderlands Studies

According to Emily Hicks, border texts are “multidimensional.” She argues that “In crossing borders, the ‘border text’ nevertheless thinks, speaks, writes *from* the border itself. Polarities are not simply reversed. They are internalized and then endlessly reproduced” (xvi). Describing how other theorists help build an approach to borderlands theory that stresses that multidimensionality, discuss how three works of literature (only one of which can be a poem) exemplify it.

Borderlands communities have, over time, developed a series of practices—cultural/artistic, literacy-related, linguistic, social, or individual—illustrating Homi Bhabha’s “third space,” the space of hybridity and syncretism. Identify three such practices and show how they are relevant in the works of three different authors.

What is the process for . . .

Student Travel

The English Department encourages graduate students to begin participating in professional conferences. Students whose work has been accepted for presentation may apply to the Dean's office for travel grants. If the Dean is unable to fund the request, he will endorse the request to the Provost. The English Department will support student travel at a maximum of \$300 for the academic year for those who are presenting. First consideration will go to those for whom funding from the Dean is not available. Students who wish to attend a conference without presenting may, if sufficient funds are available, be supported with a maximum of \$150 for the academic year.

Procedures: Students should, in consultation with the faculty sponsor (the instructor who supervised the work to be presented), prepare a memo outlining their budget as soon as they hear of their acceptance. The memo should also contain relevant information such as topic of the presentation/workshop, travel dates, and name of the conference. They should include supporting materials, such as the acceptance letter.

The faculty sponsor then writes a short memo endorsing the student's application, including information about the student's status (graduate) and course the work was prepared for. Copies of this memo should go to the Dean's office and the English Department chair.

Once funding is secured, students must turn in travel paperwork (available from the First-Year Writing Program staff in FC 253) *before* they take the trip. They must turn in all travel receipts no later than two days after their return.

Directed Independent Studies

The Directed Independent Studies course (ENGL 5396) is designed to provide inquiry and research opportunities in an area of special interest otherwise not available in course offerings. Normally, a DIS is taken after the program's 15-hour core is completed.

You may apply one DIS (ENGL 5396) toward your graduate degree. (It will be counted in your elective section of the degree plan.)

When should you apply?

You (not the faculty member you want to work with) are responsible for preparing the DIS proposal, although the faculty member will certainly work through drafts with you, make suggestions about reading lists, assignments, etc. Proposals should be submitted to the Graduate Program Coordinator by the end of the semester prior to when you do the DIS. This allows time for the English Graduate Committee to review your proposal, make recommendations, and ask for additions or clarification. After approval by the Program and Assistant Dean, the degree counselor will create the section so you can register. (Keep in mind the late registration fee!)

Where do you find the DIS form?

See the English Graduate Coordinator (this form has four carbons attached so it can't be duplicated in this handbook.) Basically, you will be asked to define your area or subject of study, outline your objectives, and detail the method of evaluation (what kinds of writing assignments you will produce). You will also attach a working bibliography.

What kinds of topics are approved?

Intensive studies in authors not covered in seminars (a recent proposal focused on Southern American Writers, for instance) or in advanced writing projects (in rhetoric, technical and creative writing).

What kinds of things are not approved?

The English Graduate Committee has not approved DIS proposals to study for the comprehensive exam (without any other purpose or outcome defined) nor for research directly related to the thesis. We have also turned down proposals for areas of study that would be covered in regularly scheduled seminars.

Incompletes

Under special circumstances, you may apply for an incomplete at the end of a semester. Remember that you must initiate this procedure, not the professor. The substantial portion of the course requirements must have been completed to allow application for an incomplete. Unless you and the professor decide otherwise, the materials must be turned in by the end of the next long semester. Don't expect a reminder from the professor--this is your responsibility. If you fail to complete the assignment(s) or forget about the deadline altogether, your grade automatically is changed from an "I" to the letter grade previously determined by the professor.

If you take an incomplete, we strongly urge you to finish the work over semester break. When the next semester begins and you have 2-3 new courses to worry about, the incomplete can turn into an onerous burden.

Other Rules

You must maintain a 3.0 ("B") grade point average and are allowed to apply only one "C" to your degree plan. Students whose cumulative GPAs drop below 3.0 will be placed on scholastic probation. If while on scholastic probation a student's GPA for any semester again drops below 3.0, he or she will be forced to withdraw from the university for at least two years before reapplying for admission.

You may apply a total of 6 semester hours of credit/no credit to your program. Only a few graduate courses are graded this way: ENGL 5399 (workshop) and your thesis work (ENGL 5390).

Proposal for Thesis

Once you decide (with input from your advisor) to pursue the thesis track, you need to prepare a thesis proposal in consultation with the English graduate coordinator and the person you have asked to be your thesis committee chair.

If your thesis research will involve working with human subjects (e.g., student writing), you will be required to obtain Institutional Review Board (IRB) approval *before* submitting your thesis proposal to the English MA program coordinator. Please work with your thesis committee chair to determine if this approval will be necessary and the steps involved in obtaining it. For more information about this process, you may also contact Renee Gonzales in the Office of Graduate Studies (361/825-2497) or see <http://research.tamucc.edu/irb/contact.htm>.

Your proposal should be submitted through the program coordinator to the English Graduate Committee at least one month before the beginning of the semester you plan to begin the 5390 sequence (6 hours over the course of two semesters). Very often the proposal is negotiated; the Committee often asks for clarification or expansion of specific sections. Note that without written approval of your proposal, the degree counselor cannot establish a section for you to register. (Keep in mind the late registration fee!)

Over the course of two semesters of 5390 study, you will work closely with your thesis chair and two other committee members. This process of reading, discussing, and learning with your faculty mentors should be an integral part of your project. To maximize this experience, you should not expect to work in isolation--collaboration is the *raison d'être* of your committee!

Recommended Timeline for Thesis:

1. Submit an initial draft to your committee by the end of your first 5390 semester. This gives the committee ample time to read the draft carefully over the semester break.
2. Meet with your committee in the first week of your second semester. They will have lots of recommendations for revision, from content to sources to organization to writing style. Don't be alarmed by this. The more input the better at this stage (remember, when faculty read for each other we do the same thing). If committee members disagree, it is up to the chair to indicate what you should do.
3. Make time for 1-2 more drafts through the second semester.
4. Select a date for your defense with your committee members at least one month before you plan to graduate. To ensure you will graduate, the date should be *before finals week*. Keep in mind that after the defense, you will need to allow time to make any required revisions, obtain necessary signatures, and submit the thesis as a condition to be certified for graduation.

Format Guidelines for Thesis:

A copy of format requirements for the thesis is available from the English MA program coordinator. It is your responsibility to get a copy of these guidelines and to adhere to them in preparing the thesis.

Texas A&M University-Corpus Christi
College of Arts & Humanities
English Graduate Program

Thesis Application

Topics in any of our fields—rhetoric/composition, literature, and borderlands—are eligible for approval as long as there are connections made to discourse or theory. Please complete this form and attach to it the following. Submit all materials to the English Graduate Program Coordinator at least one month prior to the beginning of the semester in which you plan to begin the 5390 sequence.

1. A two- to four-page, single-spaced proposal in which you describe your project. The proposal should contain: a) a statement of the issue, question, or problem, b) the theoretical components of the issue, question or problem, c) the need for study, d) your methodology, e) a brief review of the literature, and f) a time schedule for completion.
2. A working bibliography.
3. Documentation of IRB approval (if required for your study).

Applicant's name: _____ Date: _____

Courses taken and grades received:

Course	Semester	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Thesis Director: _____ Signature _____

Thesis Committee: _____ Signature _____

_____ Signature _____

Working Title: _____

If Problems Arise . . .

While our classes should be sites of learning, collegiality, and trust, there are occasions when this atmosphere may break down. You might find yourself in such a situation, either as a student in a graduate course or as a teacher in a composition or first-year seminar course. Here are guidelines for faculty and students to follow (as recommended to the English Graduate Committee 2000).

Remember, a third party should not *interfere* in a student-teacher relationship, but there are ways that problems can be *mediated*.

In your capacity as a student

For a situation between a graduate student and an advisor

Sometimes there is a personality conflict or the student wants to work with a faculty member closer to his/her area of interest. In this case, contact the coordinator of the graduate program, who can reassign you.

For a course-related situation between a graduate student and a faculty member

If a student and his/her teacher cannot resolve a problem, the issue should be taken to the Department Chair. Another teacher or an advisor should not be involved.

In your capacity as a teaching assistant or a first-year seminar leader

For a course-related situation between students

Conflicts between students should be resolved by the teacher. If that fails, the conflict should be mediated by Dr. Susan Wolff Murphy. Don't ask other students or other teachers to become involved.

For a course-related situation between you and one of your students

These conflicts should be resolved by Dr. Wolff Murphy. If you are approached by a student who is having problems with another teacher, advise the students to try to resolve it with their own teacher and, if that fails, to go to Dr. Wolff Murphy. Under no circumstances should one teacher try to mediate the student/teacher conflict of another teacher. This is true whether the teachers involved are teaching assistants, adjuncts, or tenure-line faculty.

For a conflict between you and your supervisor

Conflicts between a T.A. or an FYSL and Dr. Wolff Murphy should be resolved by the Department Chair.

When You Are Ready to Graduate

Graduation application deadlines vary but are usually 3-4 months prior to graduation. Be sure to keep track of these dates in the course schedule or online through S.A.I.L.

You can apply for graduation online through S.A.I.L. You must have an approved degree plan on file to graduate. After finalizing your degree plan and getting necessary signatures, you will need to meet with Rachelle Stanley in Academic Advising (Driftwood 203, 825-3466) to certify it. If something happens and you do not graduate that semester, you must reapply for graduation the next semester.

If you owe the university any money, you will not be allowed to graduate. This includes parking and library fines, late registration fees, add-drop fees, etc.

For thesis track candidates . . .

Be considerate of your thesis committee! Don't expect them to read a final draft (or worse yet, a draft they have never seen) and schedule a defense in the last week of the semester. Like you, faculty get very busy at the close of semesters, and you must give them ample time to read, comment, and prepare questions for you.

Remember that after a successful defense, you must provide a bound copy to the department and two bound copies to the library.

For non-thesis track candidates . . .

See the graduate coordinator and the degree counselor the semester before you plan on graduating to make sure you have are meeting all requirements and have a signed degree plan in your file.

Incompletes

You cannot carry an incomplete during your final semester of study. That is, an incomplete will invalidate your application for graduation, and you will have to reapply.

Professional Organizations

An important aspect of a graduate and professional experience is collegiality, or working with peers. The following organizations provide opportunities for such experiences:

Student Association of Graduate English Scholars or SAGES

An organization to foster connections among graduate students and between students and the community.

Advisor: Dr. Cristina Kirklighter, 825-2263
cristina.kirklighter@tamucc.edu

Sigma Tau Delta: English Honors Society

An international English honor society to confer distinction for high achievement in undergraduate, graduate, and professional studies.

Advisor: Dr. Chuck Etheridge, 825-5755
charles.etheridge@tamucc.edu

Literary Guild:

This club creates a means to allow literary and artistic works provided by students to be seen on a broader scale.

Advisor: Dr. Vanessa Jackson, 825-5858
vjackson@tamucc.edu

Windward Review:

Publication of the Literary Guild. Art and Literature from the University and Civic Communities.

Advisor: Dr. Vanessa Jackson, 825-5858
vjackson@tamucc.edu

Island Waves: University student newspaper
http://www.tamucc.edu/~studact/Island_Waves/
Staff: (361) 825-5744
Fax: (361) 825-2652
Email: islandwaves_editor@hotmail.com

For a complete list of....

University Departmental Organizations, see
http://www.tamucc.edu/~studact/dept_organizations.htm

University Special Interest Clubs
<http://www.tamucc.edu/~studact/specialinterestclubs.htm>

Directory of English Graduate Faculty

Diana Cardenas – Ph.D. Texas A&M University, College Station
Director, Technical Writing Program
Composition Theory and Pedagogy, Technical Writing, English Education.
Office: FC 264
Phone: 825-3026
Email: diana.cardenas@tamucc.edu
Web site: <http://falcon.tamucc.edu/~cardenas>

Kevin Concannon – Ph.D. University of California-Irvine
Transnational Studies, Ethnic American Literature
Office: FC 270A
Phone: 825-3874
Email: kevin.concannon@tamucc.edu

Catherine Cox - Ph.D., University of Florida
English Renaissance Literature, Shakespeare.
Office: FC 278
Phone: 825-2641
Email: catherine.cox@tamucc.edu

Molly Engelhardt – Ph.D., University of Southern California
British and Postcolonial Literatures
Office: FC 277
Phone: 825-3793
Email: molly.engelhardt@tamucc.edu

Charles Etheridge – Ph.D., Texas Christian University
Rhetoric and Composition, Technical and Professional Writing, English Education
Office: FC 287
Phone: 825-5755
Email: charles.etheridge@tamucc.edu
Web site: <http://falcon.tamucc.edu/~cetheridge>

Susan Garza - Ph.D., University of Texas at Arlington
Director, McNair Scholars
Rhetoric and Composition, Technical and Professional Writing
Office: FC 279
Phone: 825-2483
Email: susan.loudermilk@tamucc.edu
Web site: <http://critical.tamucc.edu/~loudermilk>

Billie Hara – Ph.D., University of Texas at Arlington
Rhetoric and Composition

Janis Haswell - Ph.D., Washington State University
Director, University Honors Program
Modern and Contemporary British literature, Postcolonial Literature,
Rhetoric and Composition, Film and Literature
Office: FC 277
Phone: 825-5981
Email: jhaswell@tamucc.edu
Web site: <http://falcon.tamucc.edu/~jhaswell>

Richard Haswell - Ph.D., University of Missouri
Emeritus Professor of English
Rhetoric and Composition, Writing Assessment, Writing and Development Theory,
Contemporary American Poetry.

Robb Jackson - Ph.D., Bowling Green State University
Composition Theory and Pedagogy, Creative Writing
Office: FC 257

Phone: 825-2464
Email: robbyj@tamucc.edu

Vanessa Jackson - Ph.D., Bowling Green State University
Coordinator, Undergraduate English Program
Literature of the Romantic, Victorian and Edwardian Periods, Creative Writing
Office: FC 286
Phone: 825-5858
Email: vjackson@tamucc.edu

Cristina Kirklighter - Ph.D., University of South Florida
Coordinator, Graduate English Program
Cultural Studies in Composition, Ethnography, Qualitative Research Methods, Ethnic Literatures and Autobiographies
Office: FC 274A
Phone: 825-2263
Email: cristina.kirklighter@tamucc.edu

David Mead - Ph.D., University of Florida
Chair, Department of English
19th- and 20th-Century American Literature, Science Fiction, English Romantic Period
Office: FC 288
Phone: 825-2360
Email: dave.mead@tamucc.edu
Web site: <http://falcon.tamucc.edu/~dmead>

Elisabeth Mermann-Jozwiak - Ph.D., University of Wisconsin-Madison
Associate Dean, College of Arts & Humanities
Postmodern American Literature, Feminist and Critical Theory, Women's Literature
Office: FC 292
Phone: 825-5990
Email: elisabeth.mermann-jozwiak@tamucc.edu

Catherine Quick – Ph.D., University of Missouri-Columbia
Rhetoric and Composition, Technical and Professional Writing, English Education
Office: FC 285
Phone: 825-3025
Email: catherine.quick@tamucc.edu

Nancy Sullivan - Ph.D., University of Texas at Austin
Applied Linguistics, Sociolinguistics, Second Language Acquisition
Office: FC 282
Phone: 825-5996
Email: nancy.sullivan@tamucc.edu

Sharon Talley - Ph.D., University of North Texas
Early American Literatures and Cultures, Women's Literature, Literary Theory
Office: FC 281
Phone: 825-3264
Email: sharon.talley@tamucc.edu
Web site: <http://www.tamucc.edu/~stalley>

Steve Tobias – Ph.D., University of California, Los Angeles
18th and 19th Century U.S. Literatures, American Studies

Susan Wolff Murphy - Ph.D., Texas A&M University, College Station
Director, First-Year Writing Program
Co-Director, First-Year Learning Communities Program
Developmental Writing, Community Literacy, Linguistics
Office: FC 253
Phone: 825-2640
Email: susan.wolffmurphy@tamucc.edu
Web site: <http://www.tamucc.edu/%7Eswolff>

Sources of Financial Support

Graduate Assistantships

We have three half-time graduate assistantships, which traditionally have been reserved for first-year students. These positions (20 hours a week) come with benefits.

Applications for these positions are submitted to the English Graduate Program coordinator and are provided in this handbook and online. They are due by March 15, preceding the beginning of course work.

Teaching Assistantships

Teaching assistantships are available for second-year students who will have earned 18 graduate hours in English by the semester they begin teaching. Positions involve teaching one to two sections of English Composition each long semester (two sections are considered half-time and include benefits). To extend a teaching assistantship into a second year, you must 1) remain a student in the program, and 2) apply for an extension by the application deadline, and 3) demonstrate successful teaching and professional development during your first year of appointment. Applications for new and extended positions are due March 1st for the coming school year. Teaching assistants are expected to enroll in 6 seminar hours each semester of appointment (this is to help enrich our courses with your second-year and teaching experience, as well as help you with content and methodology as you teach).

First-Year Seminar Leaders

Both first- and second-year English graduate students are also eligible to apply as First-Year Seminar Leaders. Positions involve teaching one to two sections of UCCP 1101 or 1102 each long semester (two sections are currently considered half-time and may include benefits). Applications are due March 31 for the coming school year. FYSLs are expected to attend and grade for large lecture courses as well as design and teach their seminars. For more information contact Dr. Susan Wolff Murphy: swolff@tamucc.edu or call 361-825-2640.

Other employment:

We are always in need of part-time graders for Sophomore-level core literature sections. Arrangements are made through individual faculty members teaching those survey courses. The English Graduate Program Coordinator will help liaison between you and faculty members. Very often, graders are hired at the last minute, since sections must have an enrollment of 45 to receive a grader.

When funding is available, the Tutoring and Learning Center in Bell Library employs graduate students as Supplemental Instructors for Western literature sections. For more information, contact Leticia Villarreal (825-5941, Leticia.villarreal@tamucc.edu) or the graduate program coordinator.

The Tutoring and Learning Center in Bell Library employs graduate students as English tutors in the Writing Center. For more information contact Leticia Villarreal at 825-5941 or Leticia.villarreal@tamucc.edu.

Graduate Assistant Application

Texas A&M University-Corpus Christi
English Department
College of Arts & Humanities

The English Graduate Program has available a limited number of assistantships for first-year graduate students. Awards are made on the basis of the applicant's academic record, financial need, and demonstrated skills that pertain to the various graduate assistantships. These half-time positions pay \$12.69 per hour up to \$9,900, with benefits, during the academic year (fall and spring semesters).

Requirements:

As a prospective English G.A., you must meet the following requirements:

You must have completed all university requirements for admission to the graduate program (submitted official application, paid the mandatory fee, sent official transcripts confirming a BA or BS).

You must have submitted a complete admissions portfolio via the Graduate Studies Office to the English Graduate Program (including a letter of application, academic writing sample, and three letters of recommendation).

You must complete the form below and send directly to the address indicated.

You must enroll in and successfully complete at least 6 credits hours of English graduate courses each semester.

Types of assistantships:

Position #1: assistant to the English Department [computer skills required]

Position #2: professional writer for the Department of Media and Computer Services [computer skills desirable; applicant must be available for summer employment also]

Position #3: English tutor in the Tutoring and Learning Center and grader for two Sophomore-level core literature sections.

Selection of G.A.'s:

The English Graduate Committee will review your completed application and notify you of its decision.

***Completed applications are due by March 15. Submit to
Coordinator-English Graduate Program
Department of English
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412***

Contact Information

Your Name:

Banner ID:

Mailing
Address:

Phone
Number:

Email
Address:

Statement of Qualifications:

1. Please discuss how a research assistantship could benefit you as you pursue a graduate degree in English.

**Graduate Assistant
Recommendation Form**

**Texas A&M University-Corpus Christi
English Department
College of Arts & Humanities**

2. Specify the position (or positions) you are applying for (1-3 described above) and describe the skills and interests you will bring to that position.

3. Please make any additional comments that might be useful in evaluating your application.

Signature:

Date:

Teaching Assistant Application

Texas A&M University-Corpus Christi
First-Year Writing Program:
Department of English

Requirements

As a prospective English TA, you must meet the following requirements:

- 1) You must be officially admitted to the MA/English program or the MAIS program with English as one of your fields (earned BA or BS; all required paperwork completed).
- 2) You must have and maintain a 3.5 GPA and be a student in good standing.
- 3) You must have earned 18 semester hours in the MA/English program before the fall semester in which you will begin teaching, and completed English 5302,* 5372, and one course in the 5360-69 sequence (previously numbered 5370).
- 4) You must be willing and able to undergo the training regimen, which includes successful completion of workshops related to teaching first-year college students, during the first summer session before you teach; English 5392, Practicum for Composition Instructors, during the second summer semester before you teach; and participation in ongoing professional development activities during the semesters you teach.

Duties

In your first year, you may teach either three or four courses per nine-month appointment. If you apply for and return to teach a second year, you may teach up to four courses per nine-month appointment. TAs teaching in the FYWP will receive \$2475 per course. You may be asked to teach combinations of English 1301 or 1302. When you teach two courses in any semester, you are eligible for benefits during that semester.

Supervision

English graduate students working in the First-Year Writing Program will be supervised, mentored, and evaluated by the FYWP Coordinator in accordance with University guidelines.

Conditions of Employment:

- ✓ You must successfully complete workshops during SSI and ENGL 5392 (Practicum for Composition Instructors) during SS II.*
- ✓ You will be expected to enroll in at least six (6) semester credit hours (SCH) of English graduate classes while teaching. You must complete at least 12 SCH during each year of your appointment, and you must maintain a 3.5 GPA.
- ✓ TAs will be evaluated during each semester of their employment, and continued employment will depend on teaching evaluations, participation in program duties and activities (such as teaching circles and weekly meetings with a mentor), and satisfactory progress toward the degree.
- ✓ Normally, a teaching assistantship appointment is for one academic year.

Selection of TAs

The English Graduate Committee will review your completed application and will select candidates to train for duties in the FYWP.

*Students admitted into the MA in English Program during the Spring semester in which they make this application may apply without ENGL 5302 provided they meet all other eligibility requirements. Such students, if accepted as TAs, must complete ENGL 5302 during their first semester of appointment.

Teaching Assistant
Application Form

Texas A&M University-Corpus Christi
First-Year Writing Program:
Department of English

Directions to the Applicant:

Completed applications and all supporting materials are due by March 1. Submit to the English Graduate Coordinator.

Completed applications will include:

- *Contact information (on this form).*
- *Degree Counselor Verification (on this form).*
- *Statement of qualifications (see instructions below).*
- *Three recommendations, using the forms provided with this application.*
- *Copies of undergraduate and graduate transcripts.*
- *Writing Sample--graduate seminar paper (approximately 10 pages).*

Contact Information

Your Name:

Banner ID:

Mailing
Address:

Phone
Number:

Email
Address:

Verification of Admission to Graduate English Program

Date of Admission:

Degree Counselor

Signature:

Statement of Qualifications:

Please discuss why you want to teach composition and how your educational background and work experience qualify you for this position.

Teaching Assistant
Recommendation Form

Texas A&M University-Corpus Christi
First-Year Writing Program:
Department of English

**Note: This recommendation must be submitted to the English
Graduate Coordinator by March 1**

To Be Completed by the Applicant:

I, _____, authorize _____ to complete this recommendation.

Please check one of the following:

_____ I understand that this information is confidential and that I freely relinquish my right to see this recommendation.

_____ I do not relinquish my right to review this recommendation.

Signature _____ Date _____

To Be Completed by the Respondent:

The information you supply will be used to assess the suitability of this candidate to be trained to teach in the First-Year Writing Program. Please assess the candidate's suitability to be a classroom instructor of first year students by taking a few minutes to respond to the questions below. If you prefer to write a letter, please speak to these points as well. Thank you. We appreciate your candor.

How well do you know the candidate, and in what capacity?

Rank the candidate by responding to the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
A) Has good written communication skills.	5	4	3	2	1	Can't Evaluate
B) Demonstrates an ongoing commitment to developing own writing ability.	5	4	3	2	1	Can't Evaluate
C) Has good oral communication skills.	5	4	3	2	1	Can't Evaluate
D) Has responsible work habits.	5	4	3	2	1	Can't Evaluate
E) Capable of working cooperatively within the guidelines of a professional community.	5	4	3	2	1	Can't Evaluate
F) Capable of working collaboratively within a professional community.	5	4	3	2	1	Can't Evaluate
G) Will work well with a diverse first-year student population.	5	4	3	2	1	Can't Evaluate
H) Has potential for succeeding as a writing instructor.	5	4	3	2	1	Can't Evaluate

Please make any additional comments that will be useful in evaluating this candidate. (You may attach a separate document.)

Signature: _____

Date: _____

Requirements for Applicants

As a prospective First-Year Seminar Leader (FYSL), you must meet the following requirements:

- *To be hired as a Graduate Teaching Assistant*, you must be officially admitted to a University Graduate Program (earned BA or BS; acceptable GRE scores; all required paperwork completed), have at least a 3.0 GPA, and be a student in good standing;
- *To be hired as an adjunct*, you must have completed your MA/MAIS/MS degree (or a higher degree) from an accredited institution.

Duties of First-Year Seminar Leaders

You may be assigned to teach either one or two courses per semester, depending on availability of courses and funding. As a seminar leader, you are responsible for

- fulfilling program goals, objectives, and expectations-
<http://firstyear.tamucc.edu/wiki/Teachers/SeminarLeaders>
- following the common seminar syllabus;
- using assignments and activities appropriate for program goals and consistent with Learning Community (LC) agreements;
- communicating / meeting regularly (at least weekly) with LC teammates and supervisor
- engaging regularly and actively in ongoing professional development activities during the semesters you teach.

The position of FYSL requires a commitment of at least 8 hours weekly for each section you will teach, including office hours and meeting times.

In addition to your work as a Seminar Leader, you will be expected to perform duties normally assigned a class assistant / grader in a particular discipline, which include but are not limited to attending lectures and assisting the lecture professor with evaluation of student work. You will be paid separately for this work, and you will be responsible to and supervised by the lecture leader(s) for whom you grade. Your performance in this capacity will be as relevant to your continued employment as your performance as a Seminar Leader.

Supervision of FYSLs

The Co-Director responsible for the First-Year Learning Communities Program (FYLCP) and the Seminar Coordinator will supervise the Seminar Leaders in their seminar work. The lecture professor(s) in the learning community will supervise the Seminar Leaders' work as grader and class assistant. The Program Coordinator will assist the Co-Director with supervision, and will be responsible primarily for the creation of the Triads and Tetrads and assignments within them and for ensuring that everything in FC 253 runs smoothly (<http://firstyear.tamucc.edu/wiki/Teachers/SharingOffices>).

Conditions of Employment:

- 1) Seminar Leaders must successfully complete the series of workshops offered during the summer before they begin teaching. (Workshop schedules will be somewhat flexible and will combine face-to-face meetings with online work. We will announce the schedules before the end of the spring semester.)
- 2) FYSLs are required to participate in the Summer Teaching Institute, a half-day workshop offered before classes begin (dates will be announced).
- 3) If you are hired as a Graduate Teaching Assistant (GTA), you will be expected to enroll in at least six (6) semester credit hours (SCH) of graduate classes while teaching. You must complete at least 12 SCH during each year of your appointment, and maintain at least a 3.5 GPA
- 4) Seminar Leaders will be evaluated during each semester of their employment, and continued employment will be determined by ongoing assessment and evaluations of teaching, fulfillment of responsibilities and expectations, full and regular participation in program duties and activities (such as teaching circles and active engagement in ongoing professional development opportunities), and satisfactory progress toward the degree (if hired as a GTA).
- 5) An appointment as FYSL is for the academic year, pending enrollments, funding, and evaluations of performance.

- 6) TAs will receive no less than \$1980 per course, and adjuncts will receive no less than \$2000 per course.
- 7) When you teach two or more courses in any semester, you are eligible for benefits during that semester.

Selection of TA's

First-Year Seminar Leaders are hired annually by the Co-Directors of the University Core Curriculum Program, with assistance from a search committee that includes professors who teach lecture courses in the learning communities. The search committee will review completed application packets to determine candidates to be interviewed. Following the review process, selected candidates will be invited for interviews.

Decisions about re-appointment will also be made by the Co-Directors of the UCCP, and will depend on enrollments, funding, and performance as a seminar leader and grader.

Directions to the Applicant:

Completed applications and all supporting materials are due by March 30, 2007. Please submit all application materials to Sara Chapa in the First-Year Programs Office, Faculty Center 253. Materials may be submitted via e-mail to Sara.Chapa@tamucc.edu or faxed to 361-825-2210, with originals to follow. Applications completed by the deadline will receive first consideration.

Completed applications will include:

- ***Contact information (on this form).***
- ***Statement of qualifications (see instructions below).***
- ***Curriculum Vitae***
- ***Three recommendations, on the forms provided with this application.***
- ***Copies of undergraduate and graduate transcripts. (You may ask Sara Chapa to print copies, if the transcripts are from A&M-CC.)***

Contact Information

Your Name:

Banner ID:

Mailing Address:

Phone Number:

Email Address:

Statement of Qualifications:

On one or more separate sheets of paper, please discuss why you want to teach First-Year Seminar and how your educational background and work experience qualify you for this position. In addition, please select at least 2 of the learning communities that you would prefer to join and discuss why you are suited for those particular Triads or Tetrads. (See <http://firstyear.tamucc.edu/wiki/Main/AboutFYPrograms> for information about the First-Year Learning Communities Program, including a description of Triads and Tetrads.)

First-Year Seminar Leader
Recommendation Form

Texas A&M University-Corpus Christi
First-Year Learning Communities Program:
University Core Curriculum

Note: This recommendation must be submitted to Sara Chapa in the First-Year Programs Office (FC 253) by March 30, 2010.

To Be Completed by the Applicant:

I, _____, authorize _____ to complete this recommendation.

Please check one of the following:

_____ I understand that this information is confidential and that I freely relinquish my right to see this recommendation.

_____ I do not relinquish my right to review this recommendation.

Signature _____ Date _____

To Be Completed by the Respondent:

The information you supply will be used to assess the suitability of this candidate to lead a First-Year Seminar in the First-Year Learning Communities Program. Please take a few minutes to respond to each of the items listed below. Thank you. We appreciate your candor.

1) How well do you know the candidate, and in what capacity?

2) Rank the candidate by responding to the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Can't Evaluate
A) Has good written communication skills.	5	4	3	2	1	Can't Evaluate
B) Demonstrates an ongoing commitment to developing own communication skills	5	4	3	2	1	Can't Evaluate
C) Has good oral communication skills.	5	4	3	2	1	Can't Evaluate
D) Has responsible work habits.	5	4	3	2	1	Can't Evaluate
E) Capable of working cooperatively within the guidelines of a professional community.	5	4	3	2	1	Can't Evaluate
F) Capable of working collaboratively within a professional community.	5	4	3	2	1	Can't Evaluate
G) Will work well with a diverse first-year student population.	5	4	3	2	1	Can't Evaluate
H) Has potential for succeeding as a seminar leader.	5	4	3	2	1	Can't Evaluate

3) Please make any additional comments that will be useful in evaluating this candidate. (You may attach a separate document.)

Signature: _____

Date: _____