# Table of Contents

- **Welcome**  
  Page 3

- **Graduate Faculty and Staff**  
  Page 4

- **General Information**  
  Page 7

- **Program Mission, Outcomes, and Standards**  
  Page 11

- **Connection to Careers**  
  Page 13

- **Application Requirements**  
  Page 14

- **Admissions Requirements**  
  Page 15

- **Advising Requirements**  
  Page 16

- **Degree Requirements**  
  Page 17

- **Curriculum**  
  Page 20

- **Exit Requirements**  
  Page 27
  - **Thesis Option**  
    Page 29
  - **Non-Thesis Option - Comprehensive Examination**  
    Page 33

- **Ethical Standards**  
  Page 41

- **Student Development**  
  Page 43

- **Campus Resources**  
  Page 45

- **Other Important Policies/Procedures**  
  Page 46

- **Sources of Financial Support**  
  Page 51

- **Frequently Asked Questions**  
  Page 56
Welcome

Dear Incoming English Graduate Students:

We welcome you to our Master of Arts in English Graduate Program! We are excited to have you join our community of learners, and we welcome the special knowledge and talents you bring to the group.

Our program prepares you to be great thinkers, readers, and writers, which will prepare you for a number of exciting career futures. We will train you in writing studies, literary studies, and applied linguistics to give you a broad foundation. Also, flexible course requirements and student-directed exit requirements mean you will be able to choose in which areas you want to gain more expertise.

This handbook will serve as a valuable resource during your time in the program as it contains procedures, policies, and resources. You will want to refer to the handbook often to make sure you are aware of the requirements for the program.

Also keep up with our department website and Facebook page to find out more about our super faculty, students, and activities.

We look forward to working and learning with you during this important time in your life. Again, welcome to our learning community.

Sincerely,
Kelly L. Bezio, PhD
Coordinator, MA English Program
Graduate Faculty and Staff

Read more about our faculty on our website

Christopher Andrews – Ph.D. Texas Tech University
Technical Communication and Rhetoric, Digital Rhetoric, Social Media, and Computers
Office FC285 | 361-825-4124 | christopher.andrews@tamucc.edu

Kelly L. Bezio – Ph.D. University of North Carolina at Chapel Hill
American Literature and Culture, Medical Humanities, Literature and Medicine, Critical Race Theory
Office CE 213C | 361-825-3623 | kelly.bezio@tamucc.edu

Robin Carstensen – Ph.D., Oklahoma State University
Editor, Switchgrass Review and Windward Review
Creative Writing, Poetry & Poetics, Gender & Women’s Writing, Env. Studies, Borderland Cultures
Office FC 281 | 361-825-3627 | robin.carstensen@tamucc.edu

Shawnrece Campbell – Ph.D.
Professor of English
Office FC TBD | 361-825-2659 | shawnrece.campbell@tamucc.edu

Kevin Concannon – Ph.D. University of California-Irvine Chair, Department of English
Transnational Studies, Ethnic American Literature
Office FC 282 | 361-825-3874 | kevin.concannon@tamucc.edu

Stephen Doolan – Ph.D., Northern Arizona University
Linguistics, Sec. Language Writing, Reading to Write, Resident L2 Writing, Quantitative Res. Methods
Office CE 213 D | 361-825-3643 | stephen.doolan@tamucc.edu

Charles Etheridge – Ph.D., Texas Christian University
Rhetoric and Composition, Technical and Professional Writing, English Education
Office FC 288 | 361-825-5755 | charles.etheridge@tamucc.edu
Shannon Fitzsimmons-Doolan – Ph.D., Northern Arizona University
  Language Policy, Language Ideologies, Content-based Instruction, Corpus Linguistics
  Office FC 257 | 361-825-3607 shannon.fitzsimmons-doolan@tamucc.edu

Susan Garza – Ph.D., University of Texas at Arlington
  Writing Studies, Technical & Prof. Writing, Visual Rhetoric, Digital Rhetoric, Service-Learning
  Office FC 267 | 361-825-2483 | susan.garza@tamucc.edu

Yndalecio Isaac Hinojosa – Ph.D., University of Texas, San Antonio
  Rhetoric and Composition, Literacy Studies, Chicana/o Rhetoric
  Office FC 275 | 361-825-2585 | yndalecio.hinojosa@tamucc.edu

Frances Curcija Johnson - Ph.D., Texas Tech University
  Technical Communication Rhetoric, Science Writing
  Office Online | 210-201-6117 | frances.johnson@tamucc.edu

Sinae Lee - Ph.D., Georgetown University
  Sociolinguistics, Phonetic and Phonological Variation and Change, Conversation Analysis, Forensic Linguistics, Variation in L2
  Office FC 262 | 361-825-4052 | sinae.lee@tamucc.edu

Lizbette Ocasio-Russe - Ph.D., University of Texas at Dallas
  American Popular Culture Studies, American Counterculture Literature, Genre and Film, Creative Writing
  Office TBA | Phone TBA | lizbette.ocasio-russe@tamucc.edu

Dale Pattison – Ph.D., Arizona State University
  20th- and 21st-Century American Literature, Urban Studies, Trauma Studies, Film and Media
  Studies Office FC 255 | 361-825-2418 | dale.pattison@tamucc.edu

Manny Piña - Ph.D., Texas Tech University
  Material rhetorics, digital rhetorics, learning experiences, composition theory, critical theory, and transfer
  Office FC 115B | 361-825-2640 | manuel.pina@tamucc.edu

Catherine Quick Schumann – Ph.D., University of Missouri-Columbia
  Rhetoric and Composition, Technical and Professional Writing, English Education
  Office FC 286 | 361-825-3025 | catherine.quick@tamucc.edu
Jennifer Sorensen – Ph.D., University of Michigan
  British and American Modernism, Book History and Print Cultures, Visual Cultures and Material Cultures, Gender Studies, Media Theory and Histories
  Office FC 258 | 361-825-3002 | jennifer.sorensen@tamucc.edu

Jarred Wiehe - Ph.D., University of Connecticut
  Restoration and eighteenth-century literature, queer theory, disability studies, feminisms, performance theory, theatre history, LGBTQ+ literatures, and film theory
  Office FC 283 | 361-825-3826 | jarred.wiehe@tamucc.edu

Susan Wolff Murphy – Ph.D., Texas A&M University
  Associate Dean of the College of Liberal Arts
  Developmental Writing, Discourse Analysis, Writing Centers
  Office FC 203C | 361-825-5990 | susan.murphy@tamucc.edu

Corinne Zeman - Ph.D., Washington University in St. Louis
  16th-and 17th century English literature, Arabic literature, Critical Race Theory, Transnational Mobilities & Translation Theory, Drama & Performance Studies
  Office FC 254 | 361-825-6044 | corinne.zeman@tamucc.edu

Saja Carpenter, Administrative Associate
  Office FC 274B | 361-825-3457 | saja.carpenter@tamucc.edu

Teri Ruiz, Academic Advisor
  Office FC 222 | 361-825-4932 | teri.ruiz@tamucc.edu
General Information

(Provided by the College of Graduate Studies)

General Information

This section of the handbook includes standardized information about rules and policies pertaining to graduate education at Texas A&M University. It is not intended to be comprehensive. You are strongly encouraged to read the sections of the catalog pertaining to graduate students, which will provide more detail and additional topics that may impact you. You will also find information about your program.

Graduate Admissions

To be admitted to a program of graduate study, an applicant must hold a bachelor’s degree from an accredited institution of higher education in the United States or an equivalent foreign institution. (Note: The requirement to hold a bachelor’s degree does not apply to students enrolling in the RN-MSN option in nursing.) Decisions concerning admission to graduate study are based on all admission criteria. To be considered for a graduate program, a minimum last 60-hour GPA of 2.5 is required. Some programs may have higher GPA requirements; review specific program information in the graduate catalog or elsewhere in this handbook. All applications must be made through Apply Texas. For more information about the application process, visit the Application Process page on the CGS website or see the Catalog, Graduate Admissions section.

Graduate students should be aware of their enrollment status, as it may impact financial aid, veteran’s benefits, or other important aspects of graduate life. In addition, international students have specific requirements about enrollment status. Enrollment status for graduate students is as follows:

- Full-time graduate student
  - Fall or spring term = 9 hours
  - Combined summer terms = 6 hours
Continuous Enrollment

The University does not have a continuous enrollment policy for master’s students. However, you should be aware of your own program’s requirements, which may differ from general University requirements. Master’s students should also know that if they do not attend for two years, they will be required to reapply to the University. Students should consider applying for a leave of absence (see below), especially if the time-to-degree and recency of credits requirements will be impacted by a needed absence.

Leave of Absence

Students experiencing life changing or catastrophic events should consult with their program coordinator and/or department chair and request a Leave of Absence in writing from the College of Graduate Studies using the Request for Leave of Absence form. A student who is in good standing may petition for a leave of absence of no more than two full academic terms. The maximum number of leave of absence requests permitted in a program is two. A request for a leave of absence requires approval in advance by the faculty advisor, Program Coordinator, College Dean, and Graduate Dean. If the Graduate Dean approves the petition, the registration requirement is set aside during the period of time of the leave. Students should be aware that leaves of absences require suspension of all activities associated pursuit of the degree. See the catalog for more information. [OM1]

Maximum Course Load

Graduate students may not register for more than 12 hours in a regular semester, 6 hours in a single session of summer school, or 12 hours in the combined summer session (not including Maymester)
without the approval of the appropriate college dean. See the Maximum Course Load section in the catalog.

**Repetition of a Course**

There are specific policies about repeating courses for higher grades, including the provision that graduate students may retake a maximum of two courses during graduate study at the University. Each course may be repeated only once. Some courses may be repeated for multiple credit if those courses are so designated in the course description and approved by the faculty or program advisor as designated by their college. Complete catalog information may be found in the Graduate Academic and Degree Requirements section of the catalog.

**Time Limit to Degree**

The requirements for a master's degree at Texas A&M University-Corpus Christi must be completed within seven years subsequent to admission to the program. The seven-year period begins the first semester of enrollment and is calculated from the date of degree conferral. Credit that is more than seven years old will not be counted toward a master's degree. Exceptions will require strong justification in writing from the student requesting the exception as well as submission of a revalidation plan. Credits earned at another university are not eligible for an exception. Written approval from the major department chairperson, the dean of the college offering the degree, the Graduate Dean, and the Provost are required. See the revalidation process below.

**Revalidation of Courses Beyond Degree Time Limit**

In order to revalidate dated courses, students should carefully attend to information in the catalog (see Graduate Academic and Degree Requirements section of the catalog. Revalidation requests should be made using the Revalidation Request Form.

If your program has shorter time-to-degree limits, it may impact recency of credit and other timelines. See program information in this handbook or seek information from your Program Coordinator.

**Academic Requirements for Graduate Work**
**Good Standing.** Graduate Students, including degree-seeking, certificate-seeking, and non-degree-seeking students are considered in “good academic standing” if they maintain a minimum 3.0 grade point average (GPA) on all graduate course work and earn a grade of S (Satisfactory), IP (In Progress, or CR (Credit) on all course work that does not affect GPA. A higher GPA may be required by some programs. In such cases, the higher standard will be substituted for 3.0 in all other matters related to good academic standing. A complete discussion of academic requirements including but not limited to scholastic probation and enforced withdrawal may be found in the **Graduate Academic and Degree Requirements** section of the catalog. For information regarding the effect of scholastic probation and enforced withdrawal, see the **Financial Assistance Suspension Policy** in the Tuition, Fees, & Financial Assistance section of the catalog.

**Academic Integrity**

Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, which include but are not limited to illicit possession of examinations or examination materials, falsification, forgery, plagiarism, or collusion in any of these behaviors. All students should familiarize themselves with the full Academic Integrity Policy as well as the processes and procedures used to address violations thereof. You can find additional information in the **Academic Integrity** section of the catalog. Students can also access University Rules and Procedures 13.02.99.C0.04: Student Academic Misconduct Cases.

**Additional Information**

Information, policies, and procedures about tuition, fees, financial assistance, scholarships, and other topics important to graduate students can be found in the catalog. In addition to the catalog, web pages for offices and services on campus provide expanded information, forms, and contact names/phone numbers. Some of those webpages include the following:

- College of Graduate Studies
- Scholarships
- Office of Student Financial Assistance
- GROW
- Office of International Education
- Assistantships
Program Mission, Outcomes, and Standards

Texas A&M University–Corpus Christi – Mission Statement
Texas A&M University–Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience. The university’s federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence.

College of Liberal Arts – Mission Statement
● Our college values learning that results from purposeful relationships within vibrant and dynamic communities.
● Our college values learning that affects the whole individual through all aspects of our humanity (from the emotive to the rational).
● Our college values learning that produces responsible citizens who engage in the communities around them.
● Our college values learning that engages in research and produces scholarship which extends knowledge and, through this, our regional, national, and global reputations.

English Graduate Program – Mission Statement
The English MA Program offers all candidates the opportunity to grow intellectually and creatively through the advanced study of language, literature, and writing. The program offers a variety of opportunities designed to
● further students’ understanding and application of writing, composition theory, applied linguistics, literature, and literary theory;
● encourage awareness and application of transnational and/or border studies
perspectives;
● develop accomplished teachers of English at the secondary and community college levels;
● prepare skilled professional/technical writers and writing trainers;
● provide students with the background and skills needed to pursue terminal degrees in English and American Studies.

The English MA faculty is committed to an integrated understanding of English as a field of study.

**Student Learning Outcomes**

At the end of the program, students will demonstrate:

• proficiency in critical reading, writing, and thinking at the graduate level;
• understanding and application of core knowledge, vocabulary, and concepts in the discipline;
• proficiency in scholarly methods of research and inquiry; and
• appropriate preparation for individual career paths within the profession.
Connection to Careers

One of the main goals of the MA English Program is to prepare students for the next step in their careers, which for most students in this program involves finding a job or enrolling in advanced academic programs. The major areas of employment include K-12 teaching (mostly middle and high school level), non-tenure track teaching at the college/university level, tenure-track college/university level positions, and business/industry positions (corporate relations, non-profit, government). Some students who focus on applied linguistics find international positions teaching ESL. Information is not available for all students in the program in regard to placement.

Read more about our graduates’ accomplishments on our website.
Application Requirements

For complete information about the admissions process visit our website.

The admissions process is completely online. Here’s a brief overview of the process:

● Apply for Admission via [Apply Texas Application](#), cost nonrefundable $75. The cost presents a roadblock for many prospective students, although sometimes the University will waive that fee for students matriculating from a TAMU-CC undergraduate program.

● Meet Graduate College requirement of 3.0 GPA

● Submit the following documentation:

  ● Official transcripts from all undergraduate and graduate coursework taken at any accredited college or University attended. (Foreign College credits/transcripts require an official foreign evaluation). TAMU-CC transcript is not required.

  ● Essay (500-1000 words) from the candidate addressed to the English Graduate Committee. This letter should introduce the candidate, describing:

    ○ academic background

    ○ short and long-term professional goals

    ○ how graduate study in English at TAMU-CC may meet your personal or professional goals.

    ○ The candidate may also include details about background, language proficiency, and other personal information that may have influenced the decision to pursue graduate study or that relates to individual/career goals.

  ● A recent academic writing sample of at least 2000 words, which the applicant believes displays exemplary analytic and stylistic features.

  ● Three letters of recommendation.
Admissions Requirements

Once a prospective student's file is complete, the MA English Program Coordinator presents the file to the MA English Committee, which consists of the Coordinator and four graduate faculty members with at least one member from each discipline – Applied Linguistics, Literary Studies, Writing Studies. Admission to the program will be granted based upon undergraduate performance, writing ability, demonstrated commitment to professional goals, and other favorable indicators presented in the portfolio. Students can be admitted under one of the following categories:

**Degree Seeking Student**
- Full Admission
- Conditional Admission

**Non-Degree Seeking Student**
To be accepted as non-degree seeking status, students complete the ApplyTexas application, meet the 3.0 GPA status and submit transcripts from all colleges attended.
Advising Requirements

Upon entering the program, the Graduate Coordinator will serve as the students’ advisor and will be available to discuss courses, degree plans, thesis/non-thesis options, scholarships, the Comprehensive Exit Examination, and any other matters pertaining to the program. After deciding on thesis or non-thesis option, students will choose their own faculty advisor in consultation with the Graduate Coordinator. The advisor should be a faculty member who can provide direction related to the area of study the student will focus on for thesis or comprehensive exam preparation.

For matters related to required paperwork and to check your degree progress, two resources are available.

DegreeWorks

DegreeWorks is an excellent online resource that you can check anytime to see what you have left to take in your program.

Academic Advisor

The Academic Advisor for our program is Teri Ruiz. She is available to work with you and your faculty advisor to make sure you complete all requirements and fill out all required forms.

teri.ruiz@tamucc.edu

(361)-825-4932

Faculty Center 222
Degree Requirements

The candidate for the English MA degree must complete 36 graduate hours in English with a "B" average and must pass the Written Comprehensive Examination. Credit for no more than one "C" earned at this university may be applied to the degree.*

Thesis Option: Students choosing the thesis option will take 9 hours of core courses (see below), 6 hours in Writing Studies, 6 hours in Literary Studies, 9 hours of English electives, and 6 hours of ENGL 5395 (Thesis), 3 hours in one semester and 3 hours in the following semester.

Non-Thesis Option: Students choosing the non-thesis option will take 9 hours of core courses, 6 hours in Writing Studies, 6 hours in Literary Studies, and 15 hours of English electives. A maximum of 3 credit hours of ENGL 5396 (Individual Study) may count towards the degree.

Part One: Core Requirements

All students must complete the following:

- ENGL 5301 – Theory and Practice 1—Literary Studies
- ENGL 5303 – Theory and Practice 2—Writing Studies
- One of the following Linguistics courses:
  - ENGL 5380 – Seminar in Sociolinguistics
  - ENGL 5381 – Introduction to Linguistics
  - ENGL 5385 – Seminar in Applied Linguistics

Part Two: Writing Studies and Literary Studies

All students must take 6 hours from the following list of Writing Studies courses:

- ENGL 5360 – Writing Assessment
- ENGL 5361 – Basic Writing Theory and Pedagogy
- ENGL 5362 – Digital Rhetoric
- ENGL 5363 – History of Rhetoric
- ENGL 5366 – Visual Rhetoric
- ENGL 5369 – Topics and Genres in Rhetoric and Composition
- ENGL 5375 – Creative Writing
- ENGL 5376 – Professional Writing
- ENGL 5392 – Practicum for Composition Instructors: Coastal Bend Writing Project
- ENGL 5380/5385 – Linguistics (will count when topic is related to Writing Studies; graduate committee approval needed)

All students must take 6 hours from the following list of Literary Studies courses:
- ENGL 5340 – British Literature before 1600
- ENGL 5342 – British Literature 1660 – 1830
- ENGL 5344 – British Literature 1830 – 1900
- ENGL 5346 – American Literature to 1865
- ENGL 5347 – American Literature 1865 – 1940
- ENGL 5348 – American Literature 1945 – Present
- ENGL 5349 – Topics and Genres in Literature

Part Three: Additional Courses for Elective Hours

In addition to the 9 hours of core requirements, 6 hours in Writing Studies, and 6 hours in Literary Studies, students must complete 9 hours of electives (Thesis Option) or 15 hours of electives (Non-Thesis). Any of the courses listed above in Writing Studies and Literary Studies, as well as those listed below may be taken for elective credit hours:*  
- ENGL 5380 – Seminar in Sociolinguistics
- ENGL 5381 – Introduction to Linguistics
- ENGL 5385 – Seminar in Applied Linguistics
- ENGL 5396 – Directed Individual Study

* With the approval of the English Graduate Committee, students may take 3 hours in a discipline outside of English as part of his/her elective hours.
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.
Curriculum

Course Delivery

- Courses are offered in the late afternoon or evening hours in order to accommodate the busy lives of graduate students.
- Most courses are face-to-face, with an occasional blended or online offering.
- Limited offerings are available during summer semesters.

Find information about courses in the online graduate catalog.

Find the current course rotation on our website.

Directed Individual Studies

Under special circumstances, students may request a Directed Individual Studies (DIS) course (ENGL 5396). A student must identify a faculty member willing to offer a DIS. All DIS proposals must be approved by the English Graduate Committee by the end of the semester prior to the semester during which the student will register.

Students will be asked to define their area or subject of study, outline objectives and Student Learning Outcomes (SLOs), and detail the method of evaluation (what kinds of writing assignments will be produced). A working bibliography is required. The English Graduate Committee typically does not approve 3-hour DIS proposals when the content is covered in regularly scheduled seminars.

Students may apply one DIS (ENGL 5396) toward their graduate degree. (It will be counted in the elective section of the degree plan.)
Students who have completed their course work but do not pass the comprehensive examination have the option of enrolling in a 1-hour DIS (ENGL 5396, credit/no credit,) for the purpose of preparing for the exam retake during a subsequent semester. Students must identify a faculty member to direct the study, and they must submit a syllabus to the graduate committee prior to the semester in which they plan to take the 1-hour DIS. The course must be taken during the semester the student plans to retake the exam. Students may only use this workshop option once while in the program, and it does not count toward the degree requirements.

Courses

**ENGL 5301  Theory and Practice I: Literary Studies**  3 Semester Credit Hours

Introduces students to techniques of research and scholarship in literary study through a survey of critical debates in literary theory. Offered in the Fall.

**ENGL 5303  Theory and Practice II: Writing Studies**  3 Semester Credit Hours

Introduces students to techniques of research and scholarship in writing studies through a survey of critical debates in writing studies scholarship, with special attention to current research on composing and its pedagogical implications. Offered in Spring semesters only.

**ENGL 5340  British Literature Before 1660**  3 Semester Credit Hours (3 Lecture Hours)

Examination of poetry, drama, or prose written before 1660. Sample topics: The Global Renaissance, Digital Shakespeare, Writing Women in Early English Literature. May be repeated for credit when topics vary.

**ENGL 5342  British Literature 1660 - 1830**  3 Semester Credit Hours (3 Lecture Hours)

Studies of major writers and texts of the British long eighteenth century (1660 - 1832). Primary focus is on the literary texts, and cultural history of the period, with opportunities to bring in current literary
theories and criticism. Sample topics: Gender and Sexuality in the Novel, Gothic Fiction, Travel Writing. May be repeated for credit when topics vary.

ENGL 5343 British Poetry and Fiction 1900-Present  3 Semester Credit Hours (3 Lecture Hours)

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 British Literature 1830-1900  3 Semester Credit Hours (3 Lecture Hours)

Studies of British fiction, poetry, and prose written between 1830 and 1900 and the social forces—domestic, economic, political, religious, scientific—that influenced and were influenced by these works. Sample topics: Social change and the Victorian body; Victorian fun; Victorians and Empire. May be repeated for credit when topics vary.

ENGL 5346 American Literature to 1865  3 Semester Credit Hours (3 Lecture Hours)

Readings in one or more writers, genres, literary movements, issues, or ideologies of the period. Sample topics: Transoceanic Americas: Literatures amid the Spanish Empire, American Print Cultures, Medicine and Early American literature. May be repeated for credit when topics vary.

ENGL 5347 American Literature 1865-1940  3 Semester Credit Hours (3 Lecture Hours)

Studies in one or more writers, genres, literary movements, issues, or ideologies of the period. Sample topics: The Lost Generation, Modernism and the Harlem Renaissance, Falkner and the South. May be repeated for credit when topics vary.

ENGL 5348 American Literature 1945-Present  3 Semester Credit Hours (3 Lecture Hours)

Exploration of one or more major writers, genres, literary movements, issues, or ideologies since World War II. Sample topics: Experimental Narrative, US-Latin American Literature and Culture, The Postmodern Novel. May be repeated for credit when topics vary.
ENGL 5349  TOPICS AND GENRES IN LITERATURE  3 Semester Credit Hours (3 Lecture Hours)

Studies in topics and genres that span more than one literary period and/or include works from both British and American literature. Sample topics: Crossing Borders, Crossing Nations, The City in Literature, Queer Theory. May be repeated for credit when topics vary.

ENGL 5360  Writing Assessment  3 Semester Credit Hours

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  3 Semester Credit Hours (3 Lecture Hours)

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  Digital Rhetoric  3 Semester Credit Hours

Explores the dynamics of online, networked reading and writing practices by examining the rhetorical, social, cultural, political, educational, and ethical dimensions of digital texts and examines issues of technology and literacy in digital spaces. Students will create digital texts in a variety of media, genres, and contexts.

ENGL 5363  Rhetoric  3 Semester Credit Hours

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 written instruction.

ENGL 5366  Visual Rhetoric  3 Semester Credit Hours (3 Lecture Hours)

Students will develop a broad understanding of the definition of visual rhetoric, learn to analyze texts by identifying the visual elements that comprise texts, understand how to use visual rhetoric, and
create their own texts.

**ENGL 5367 Summer Institute Writing Workshop** 3 Semester Credit Hours (3 Lecture Hours)

This course is the Summer Institute of the Coastal Bend Writing Project, affiliated with the National Writing Project. It is a writing workshop designed for teachers of all levels (pre-k through university level) and subject areas, meaning we will study and practice writing in ways that benefit teachers personally and professionally. In this workshop, we will study theory and effective practices in writing pedagogy, and focus on improving participants’ writing and research skills. As a site of the National Writing Project, this course is backed by a national network of scholars and data-based practices.

**ENGL 5369 TOPICS AND GENRES IN RHETORIC AND COMPOSITION** 3 Semester Credit Hours (3 Lecture Hours)

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 5372 COMPOSITION THEORY AND PEDAGOGY** 3 Semester Credit Hours (3 Lecture Hours)

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 in Spring.

**ENGL 5375 Creative Writing** 3 Semester Credit Hours (3 Lecture Hours)

A studio approach to writing fiction, non-fiction, and poetry, with an emphasis on the elements and critical terminology of each genre.

**ENGL 5376 Professional Writing** 3 Semester Credit Hours (3 Lecture Hours)

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

**ENGL 5377 Grant Writing** 3 Semester Credit Hours (3 Lecture Hours)
An advanced workshop on the grant proposal writing process, including identifying sources of funding, conducting research to support funding applications, data analysis, tailoring each proposal to a specific funding agency, and the requirements of electronic submission. Students will receive experience writing actual proposals on behalf of local organizations and agencies.

**ENGL 5380 Seminar in Sociolinguistics** 3 Semester Credit Hours

Exploration of topics related to language in society, including but not limited to an introduction to sociolinguistics, language variation, disclosure analysis, language planning and policy, multilingualism, and world Englishes. May be repeated when topics vary.

**ENGL 5381 Introduction to Linguistics** 3 Semester Credit Hours (3 Lecture Hours)

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

**ENGL 5385 Seminar in Applied Linguistics** 3 Semester Credit Hours

Exploration of topics broadly covered in the field of Applied Linguistics. Topics may include (but are not limited to) language assessment, grammar, second language writing, language and gender, corpus linguistics, and second language acquisition. May be repeated when topics vary.

**ENGL 5392 Practicum for Composition Instructors** 3 Semester Credit Hours

Practical training for English Teaching Assistants. A seminar in contemporary composition and rhetorical theory with practical applications for the First-Year classroom.

**ENGL 5395 Thesis** 3 Semester Credit Hours (3 Lecture Hours)

The thesis is a scholarly or critical project involving 6 credit hours (taken in two separate semesters) at the final stages of the graduate program. Grade assigned will be "credit" (CR) or "no credit" (NC).

**ENGL 5396 Individual Study** 1-3 Semester Credit Hours
Individual study, reading or research with faculty direction and evaluation. To receive program credit for the MA in English, students must have completed the English core. Credit for this course is limited to 3 hours in any degree plan. Offered on application to and approval of the program coordinator.

**ENGL 5399 WORKSHOP** 1-3 Semester Credit Hours (1-3 Lecture Hours)

Variable topics in English, offered in a practical, workshop setting when there is sufficient demand. Grade assigned will be “credit” (CR) or “no credit” (NC).
Exit Requirements

In addition to meeting the university requirement of a 3.0 GPA or greater, candidates for the MA in English must pass one of the following exit requirements: Thesis option or Non-thesis option - Comprehensive Examination.

Thesis vs. Non-thesis Comprehensive Examination
The English Department offers two options for the exit requirement to allow students to tailor their culminating experience in the program to their individual intellectual and professional needs. While they both offer opportunities for mentorship by a committee of faculty members as the student develops a research agenda for a specific area of study, there are important differences between the two options.

A thesis is the culmination of a formal scholarly or research inquiry, and it is typically a 50-80 page project divided into chapters, including an introduction and a conclusion. Students choosing the thesis route will work with the graduate coordinator to determine an area of research interest and suitable faculty for the committee. Once a faculty member has agreed to serve as director, she, he, or they will guide the student in establishing a committee and developing a proposal, which will articulate the research question(s), methodology or theoretical approach, primary source material, analysis, and other aspects of how the research will be conducted. The Graduate Committee approves the proposal, after which the student works with her, his, or their committee to conduct the research, draft and revise chapters, and finalize the written thesis. An oral defense of the thesis is required. A majority of the thesis committee members must pass the thesis and its defense. More details on the thesis option can be found below.

A comprehensive examination tests knowledge of a 25-text list developed by the student and is therefore also the culmination of a formal scholarly or research inquiry. Students
who choose this route will write an eight-page paper over a long weekend (typically the 10th week of the semester) demonstrating their knowledge of their reading list; their understanding of core knowledge, vocabulary, and concepts in the discipline; and proficiency in critical reading, thinking, and writing at the graduate level. Students choosing the comps option will meet with the graduate coordinator to determine an area of research interest and suitable faculty for the committee. Once a faculty member has agreed to serve as director, she, he, or they will guide the student in establishing a committee and developing a rationale and accompanying reading list. Please see below for specifics regarding this document in Literary Studies and Writing Studies, respectively. Once the rationale and list have been approved by the faculty committee, the student works with her, his, or their director to create a plan for studying the list, developing examination questions, and conducting practice examinations. The examination date will be set by the graduate coordinator each semester. Once the examination has been submitted to the graduate coordinator, the MA Exam Committee will assess the examination according to a rubric. Students will receive a decision of either pass or not pass. Students who do not pass will have the option to retake the examination. More details on the non-thesis option can be found below.

Students should consult with the Graduate Coordinator after taking 12 hours to determine which choice will work best, given their career goals, time constraints and other concerns. After developing an initial plan, students will then work with their faculty members to more fully develop their Thesis or Comprehensive Examination proposals.
Thesis Option

The thesis option may be an appropriate choice for students depending on their long-term scholarly goals, writing skills, targeted doctoral programs, and plans for further specialization. Students considering a thesis should seek the help of the Graduate Coordinator or their faculty mentor as early as possible in selecting appropriate course work. Students may apply to write a thesis after completing 18 hours of coursework. Prior to applying students must write a thesis proposal, so students should begin working on the proposal after completing 12 hours of coursework. Once the proposal is approved and the student is accepted as a thesis candidate, students are expected to work closely with their thesis committee in designing and executing the thesis. The 6 credit hours towards the thesis (ENGL 5395) must be taken (repeated) in two separate and sequential semesters. An oral defense of the thesis will be scheduled at the end of the second semester. If the defense is not completed and passed at that time, the student should meet with the Graduate Coordinator and Thesis Committee Chair, review all of the requirements necessary to complete the thesis work, and develop a plan.

Candidates will submit the thesis according to College of Graduate Studies procedures and submit an approved bound copy of the completed thesis to the English Graduate Coordinator. Prior to that submission, students will work with the School of Graduate Studies and the Graduate Advisor to ensure that their thesis meets the publishing requirements set forth by the university. Pay close attention to the information posted by the College of Graduate Studies related to Master's Students. On this page you will find the guidelines, forms and deadlines related to completing a thesis project.

Proposal for Thesis

Once students have received confirmation about pursuing the thesis track, they need to prepare a thesis proposal in consultation with the English Graduate Coordinator and the faculty member who has agreed to chair the thesis committee. Students should begin to prepare at least one full semester prior to the semester that the proposal will be submitted for approval.

Thesis proposals should be submitted through the Graduate Coordinator to the MA Graduate
Committee at least one month before the beginning of the semester in which the student plans to begin the thesis course sequence (6 hours/ENGL 5395 repeated twice) over the course of two semesters). Very often the proposal is negotiated; the Committee may ask for clarification or expansion of specific sections. Students must have received written approval of their proposal before the Academic Advisor can establish a section in which the student may register for thesis hours. If all revisions are completed in a timely fashion and approved by the committee, the student will be able to register on time, but please keep in mind that this process may cause the student to incur a late registration fee.

If the proposal is not accepted by the 13th week of the semester previous to starting thesis hours, the student will be required to switch to the comprehensive exam as their exit requirement.

Forms Required by the College of Graduate Studies

All thesis students must complete the required thesis forms with signatures required by the College of Graduate Studies found on the Master’s Students webpage:

Form A: Thesis Advisor Committee Appointment Form
Form B: Preliminary Agreement to Schedule the Thesis Defense
Form C: Thesis Defense & Written Thesis Report

These forms must be routed for signatures on the College of Graduate Studies Master’s Forms page. Students only need to fill in the names of those who must sign, and any other pertinent information at the top of the forms. Once uploaded to the link on the College of Graduate Studies site, the forms will be routed through esign for all signatures.

Students should pay close attention to the deadlines for each form as posted on the College of Graduate Studies Master’s Students webpage.

Required Thesis Courses
When students are prepared to begin taking the required thesis courses, based on the approval of the thesis committee, students and thesis chairs must follow the procedures for setting up a thesis course.

**Form Required by the College of Liberal Arts**

All thesis students must also complete the required thesis form with signatures required by the College of Liberal Arts: [https://www.tamucc.edu/liberal-arts/departments/english/assets/documents/graduate-thesis-request-2021.pdf](https://www.tamucc.edu/liberal-arts/departments/english/assets/documents/graduate-thesis-request-2021.pdf)

Once the graduate coordinator and department chair sign the request form, please forward the form and syllabus to the associate dean’s administrative associate (Leigh Anne Gibbon), who will obtain the associate dean’s signature and then send it back to the department administrative associate, who will create the course. The graduate advisor housed in the College of Graduate Studies, will be copied on the email to the department in order to collect the forms and keep them with the students’ records. No courses can be created until the department administrative associate receives the fully signed form back from the Associate Dean. The graduate coordinator will retain copies of this paperwork, since the records in the advisor’s office will be spread among the students, as opposed to being kept together by program.

**Institutional Review Board**

Research that involves working with human subjects (e.g., student writing) must be approved by the Institutional Review Board (IRB). Students should work closely with their thesis committee chair to determine if this approval will be necessary and the steps involved in obtaining it. More information about this process is available on the College of Graduate Studies website at [http://research.tamucc.edu/compliance/irb_apply.html](http://research.tamucc.edu/compliance/irb_apply.html).
Recommended Timeline for Thesis

1. Submit an initial draft to the thesis committee by the end of the first semester. This gives the committee ample time to read the draft carefully over the semester break.

2. For research involving human subjects, expect to follow a different timeline. For theses requiring IRB approval, work with the thesis director to develop an appropriate timeline.

3. Meet with members of the thesis committee in the first week of the second semester of study. They will have many recommendations for revision, from content to sources to organization to writing style. Students should not 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 the student should do.

4. Make time for 1-2 more drafts through the second semester.

5. Once the defense is scheduled, submit with required signatures Form B: Preliminary Agreement to Schedule the Thesis Defense before the graduate college deadline.

6. Work with the Graduate Coordinator and their thesis committee to select a defense date that occurs before the graduate college deadline to submit Form C: Thesis Defense & Written Thesis Report.

Schedule the defense early enough in order to have time to make any required revisions, obtain necessary signatures, and submit the thesis as a condition to be certified for graduation.

Formatting Guidelines for Thesis

Formatting requirements are available from the College of Graduate Study. It is the student’s responsibility to get a copy of these guidelines and to adhere to them in preparing and submitting the thesis. Students must submit the final thesis in the correct form into the online system by the deadline set by the graduate college. Make sure to schedule several days to complete this final step so there will be time to handle any unforeseen computer issues.
**Non-Thesis Option - Comprehensive Examination**

Non-thesis degree candidates must pass the Written Comprehensive Examination to receive their MA degree. The exam measures students’ ability to 1) read critically and independently, 2) perform in-depth scholarly review, 3) make links between texts, and 4) write argumentatively at a masters’ level. While students receive a solid foundation in both Writing Studies and Literary Studies, they will become more specialized in one of the two areas through independent reading and research in preparation for the comprehensive exam. Students will identify a faculty member to serve as their Exam Director after completing 12 – 18 hours of coursework. With guidance from the Exam Director, students will create a reading list that they will be tested on during their last semester in the program. (See examples of “individualized reading lists” in the Appendices section of the Handbook).

Please consult the graduate coordinator for the form required by the English department.

Once students have decided to pursue the non-thesis track, they need to prepare a reading list/proposal in consultation with the faculty mentor who has agreed to direct the exam committee, and the faculty reviewers serving on the committee. Students should begin to prepare at least one full semester prior to the semester that the list/proposal will be submitted for approval.

Reading lists/proposals should be submitted to the Graduate Coordinator **no later than the 10th week of the semester prior to the semester in which the student plans to take the exam**. Very often the list/proposal is negotiated; the Committee may ask for clarification or expansion of specific sections.

If the list/proposal is not approved and submitted by the 10th week of the semester previous to the semester the student plans to take the exam, the student will have to postpone the exam until the following semester. Students must be enrolled during the semester of the exam, so a delay could require the student to take an additional course.
Written Comprehensive Examination: Literary Studies

Part 1: Create an individualized reading list and rationale

Under the direction of the designated Exam Director, the student will create a reading list of approximately 25 texts based on the parameters outlined below (examples of reading lists can be found in the Appendices section in the back of the handbook) that demonstrate depth and breadth in a particular subfield of literary studies. This list and an accompanying 3-4 page rationale that explains the choice of texts and how they are related should be reviewed by two faculty with relevant expertise. The student will submit their list, rationale, and signed faculty approval form to the Graduate Coordinator no later than Week 10 of the semester preceding the semester in which the student plans to take the exam. Once the list and rationale have been approved, the student may continue reading and preparing for the second part of the exit exam.

Parameters for the reading list

- Approximately 25 texts
- No more than five texts can come from former course syllabi (including Capstone project or Thesis)
- Five texts must be theoretical/scholarly
- List must include a variety of literary forms/genres from both pre-1800 and post-1800
- List must be submitted in correct MLA format

Part 2: Written exam

Examinations will be offered during the Fall and Spring semesters only, and are usually scheduled during the 10th week of classes. The exam director will develop two questions and the faculty reviewers serving on the committee will review the questions. The questions will be submitted to the Graduate Coordinator one week before the exam. Students will select one prompt and respond in essay form (no more than eight pages)
on a take-home basis.
Written Comprehensive Examination: Writing Studies

Part 1: Create an individualized exam reading list and annotated bibliography

With guidance by the Exam Director, the student will create a reading list of approximately 25 texts based on the parameters outlined below (see examples of reading lists in the Appendices section in the back of the handbook) that demonstrate focus in a subfield of writing studies. The student will create an annotated bibliography with an integrative, synthesizing introduction of these texts that explains why they were chosen and how they interrelate to explain the subfield. This bibliography and introduction will be approved by the exam committee. The approved bibliography, introduction, and approval form will be submitted to the Graduate Coordinator by the 10th week of the semester prior to the semester in which the student plans to take the exam. An example of this annotated bibliography assignment is available on the MA English website; we will use the CompPile Research Bibliographies as a model: http://comppile.org/wpa/bibliographies/index.php.

Parameters for the reading list

- Approximately 25 texts
- No more than five texts can come from former course syllabi
- Reading lists should pertain to a recognized subfield, not a highly specialized topic (e.g., an appropriate focus might be “writing centers” but not “racism in writing centers”);
- Some historical sources, key figures in the subfield, and recent questions or publications should be represented;
- List must be submitted in correct APA or MLA form.
Part 2: Written exam

Examinations will be offered during the Fall and Spring semesters only, and are usually scheduled during the 10th week of classes. The exam director will develop two questions and the faculty reviewers serving on the committee will review the questions. The questions will be submitted to the Graduate Coordinator one week before the exam. Students will select one prompt and respond in essay form (no more than eight pages) on a take-home basis.

Exam Policies for Both Literary and Writing Studies

- Students must be registered for one course offered in the program during the semester in which they take the examination.
- Students will take the examination no earlier than the semester they expect to graduate, with the exception of August graduates, who will take the examinations in the spring.
- No collaboration is allowed during the weekend that students are writing the exam.
- Essays must be word-processed and in MLA format (APA is also acceptable for the Writing Studies Examination).
- The exam period begins Friday at noon and ends Monday at noon.

Grading of Exam

- The Exam Committee consists of Writing Studies, Literary Studies, and Linguistics specialists, who serve on a two-year basis.
- The essays are graded through a blind review process with a rubric.
- See rubric used to evaluate student exams in Appendices section of the handbook.
- The graduate coordinator notifies the candidates of their results via email approximately one week after the exam.
- If a student fails to pass the exam, he/she may retake the failed exam(s) once during the next regularly scheduled exam cycle. Further retakes are permitted only through written application to the English Graduate Committee.

**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, it is incumbent 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 Exam 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 Exam Committee within fifteen calendar days of notification of the exam outcome. Within ten calendar days after receiving the written grievance, the Exam 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 Exam Committee does not act within this period or if the student is not satisfied by the Exam 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.

Students who have completed their course work but do not pass the comprehensive examination have the option of enrolling in a 1-hour DIS (ENGL 5396, credit/no credit,) for
the purpose of preparing for the exam retake during a subsequent semester. Students must identify a faculty member to direct the study, and they must submit a syllabus to the graduate committee prior to the semester in which they plan to take the 1-hour DIS. The course must be taken during the semester the student plans to retake the exam. Students may only use this workshop option once while in the program, and it does not count toward the degree requirements.

Advice for Students

- Plan Ahead! You should begin meeting regularly with your Exam Director. By the time your reading list and rationale have been approved by the Graduate Committee you should already be familiar with many of the texts on your list so that you can read/re-read and begin making connections between them from which to draw ideas and conclusions in the Written Comprehensive Exam.
- When you take the exam, read the prompt you decide to respond to very carefully, noting any separate parts. The Exam Committee expects your essay to address all elements of the question.
- The Exam Committee is primarily looking for a well-argued, well-constructed essay that demonstrates your knowledge of each of the works on your list, but also how they complicate as well as resolve issues and problems central to your exam emphasis. Try not to confuse quantity of facts with quality of the focus of the essay in the heat of the moment. Never lose sight of the fact that a successful essay will have a clear thesis that is then supported and illustrated throughout.
- Try to ensure that your own authorial voice is clearly heard and that you don’t allow your scholarly/theoretical sources to write too much of the essay for you. When you quote one of these sources, make sure you unpack it for your reading audience and link it back to the idea your are advancing. Quotations are great, but only in small doses. Be selective!
- You are not expected to work with texts that are not included on your list.
- Follow the instructions provided on the exam.
Suggested Study Plan for the Semester You Take the Exam

Week 3 - review of the independent reading over works on your list
Week 5 - in-depth scholarly review and making connections between works on your list
Week 7 - oral responses to random questions that may come up due to the works on your list
Week 9 - writing argumentatively and possible outlines to various questions that may be posed to you
Week 10 – Exam
Ethical Standards

Graduate Studies Standards
Faculty in the English MA Program assume that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways:

- Students read weekly assignments on time, completely, to the last page, and they come to the seminar with serious responses and a willingness to discuss.
- Students do not assume that an assignment is legitimate only if it will be “tested.” The work is done for its own sake.
- Students expect that they will attend 100% of the time, and make home arrangements so that this will happen. They don't assume that there are a certain number of allowable “skips.”
- Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everybody participates. Students don't put the burden on the teacher or on other students to originate or maintain discussion. They themselves take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

Academic Integrity

The English graduate program adheres to the Student Code of Conduct policy detailed in the Academic Integrity section of the catalog. Students can also access University Rules and Procedures 13.02.99.C0.04: Student Academic Misconduct Cases.

English graduate students are expected to “conduct themselves in accordance with the highest standards of academic honesty.” Academic misconduct includes cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation, in addition to “any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.” Plagiarism occurs when a student
“intentionally, knowingly, or carelessly present[s] the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge.” If you are in doubt about what you're doing, it is your responsibility to speak to your instructor before submitting the assignment. Violation of academic honesty may result in an automatic F for the course and dismissal from the program. (Refer to Academic Integrity in the General Information Section.)
Student Development

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:

The English Club
The English Club is a collective group of graduate and undergraduate English students that organizes events on and off campus.

Sigma Tau Delta: English Honors Society
Sigma Tau Delta is an international English honor society to confer distinction for high achievement in undergraduate, graduate, and professional studies.
Advisor: Dr. Jennifer Sorensen, 825-3002
jennifer.sorensen@tamucc.edu

Islander Creative Writers
Advisor: Dr. Robin Carstensen, 361-825-3627
robin.carstensen@tamucc.edu

Conference Presentations
Graduate faculty mentor students to further develop student work begun as a class project, often working with students to prepare their work for conference presentations. Graduate students with creative writing publications also regularly present at conferences organized by creative writing faculty that draw major authors. Students in the program have also published in their second year in various peer reviewed journals.

The College of Liberal Arts hosts a graduate symposium annually. Faculty mentor students and help them prepare to submit a proposal to the conference, and then present upon acceptance. Faculty
notify students of other conference opportunities, and students can apply for travel funding.

**Opportunities for Publication**

*Switchgrass Review and Windward Review*
Publication highlighting Art and Literature from the University and Civic Communities.
Editor: Dr. Robin Carstensen, 361-825-3627
robin.carstensen@tamucc.edu

*Island Waves*: University student newspaper
http://islandwaves.tamucc.edu/ 361-825-5862
editor-in-chief.islandwaves@tamucc.edu

Faculty mentor students in finding other sources for possible publication of outstanding work students have developed in their courses.
Campus Resources

TAMU-CC provides many resources to students, both for their academic success and wellness. Please consult the following links for information about the Writing Center, student health services, counseling services, and disability services:

- Writing Center
- University Health Center
- University Counseling Center
- Disability Services
Other Important Policies/Procedures

Incompletes

Under special circumstances, students may apply for an incomplete at the end of a semester. The student must initiate this procedure, not the professor. An incomplete notation may be given to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student’s control other than lack of time. The missing materials must be turned in by the end of the next long semester; however, we strongly urge that students complete the work over the semester break. Trying to finish an incomplete while simultaneously fulfilling the requirements of 2-3 new courses can be an onerous burden. If the student fails to complete the assignment(s) or forgets about the deadline altogether, the grade is automatically changed from an “I” to the letter grade previously determined by the professor.

Credit/No Credit

Students may apply a total of 6 semester hours of credit/no credit to their degree plan. Only a few graduate courses are graded this way: ENGL 5396 (DIS) and your thesis work (ENGL 5395).

Graduation

Please be sure to apply for graduation online through your S.A.I.L account. Information regarding the graduation application deadlines and fees can be found online at http://registrar.tamucc.edu/Degrees_and_graduation/Apply_for_grad.html.

Student Travel

The English Department encourages graduate students to present at professional disciplinary conferences; however, funding is very limited. Students whose work has been accepted for presentation are eligible to request travel funding. Those students must work with a supervising faculty member to both arrange travel funding and draft and
practice their presentation. **Check with the English Department Administrative Assistant before starting any travel procedures, as some of the information listed here may have changed!**

**Get Approval from English Chair**

As soon as they hear of their acceptance to present at a conference, students should, in consultation with the faculty sponsor (the instructor who supervised the writing of the work to be presented), prepare an email to the English Chair outlining their travel budget. The memo must include:

- Title of the student’s presentation
- Title of the conference, scope of the conference (national, international, regional, etc.)
- Travel dates and city
- Estimates for airline tickets/rental car, food, registration, and hotel
  The acceptance letter/notice from must be attached to the email.

**Get Faculty Support**

The faculty sponsor should then write a short memo endorsing the student’s application, including information about the student’s status (graduate) and course for which the work was created. These two memos should go to the English Department Chair, who will determine if funds are available to support the trip. If funds are available, the English Department will support student travel for the academic year for those who are presenting.

**Work with an Administrative Assistant**

Once funding is secured, the chair will email students, faculty mentors, and the appropriate administrative assistant who will manage the travel process. Students are responsible for working with an administrative assistant to get all travel documents arranged before they incur any expenses, or they may not receive reimbursement.

Students who are employees of the university must request a CONCUR account (at
“Single Sign On” at [http://hr.tamucc.edu/](http://hr.tamucc.edu/) and must designate the English Department’s administrative assistant as their delegate. Once the travel is prepared, students must approve the authorization request to get it through the approval process before travel begins. Students who are not employees will be given further instruction by the chair.

**Credit Card Warning**

Students should be aware that most hotel chains and car rental agencies require a credit card to check in or get a car. If this is a debit card, a large charge may be placed on the card. If you do not have a credit card or sufficient funds, please talk to the administrative assistant with whom you are working or your faculty mentor for options.

**Reimbursement of Expenses**

Students must follow all state/university travel policies and must turn in all travel receipts no later than two days after their return to the administrative assistant with whom they worked. It may take a week or several weeks to get the reimbursement processed. No expenses will be reimbursed until travel is completed and all documents submitted.
If Conflicts Arise . . .

While our classes should be sites of learning, collegiality, and trust, there are occasions when this atmosphere may break down. Students might find themselves in such a situation, either as a student in a graduate course, as a grader for a core literature course, or as a teacher in a composition course. Remember, a third party should not interfere in a student-teacher relationship, but there are ways that problems can be mediated. Here are guidelines for faculty and students to follow:

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.

For a course-related situation between students in a First-Year Writing Course Conflicts between students should be resolved by the Teaching Assistant. If that fails, the conflict should be mediated by the Coordinator of the First Year Writing Program. Do not ask other students or other teachers to become involved.

For a course-related situation between Teaching Assistant and his/her student(s) These conflicts should be mediated by the Coordinator of the First-Year Writing Program. If a Teaching Assistant is 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 the Coordinator of the First-Year Writing Program. Under no circumstances should one professor 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 graduate student and supervisor

Conflicts between a TA and the Coordinator of the First-Year Writing Program or between a grader and the sophomore literature instructor should be resolved by the Department Chair.
In other work-related capacities

If you are serving in a capacity with some other on-campus office such as the Writing Center, Intercollegiate Athletics, or Information Services, you should follow the conflict resolution procedures governing that office.
Sources of Financial Support

Graduate Assistantships

Applications for these positions are submitted to the English Graduate Coordinator. Please find the form on the department website or contact the Graduate Coordinator, who will notify students of the deadlines for the coming school year.

The English Graduate Program may have 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 (20 hours a week) pay approximately $1200 a month, with benefits, during the academic year (fall and spring semesters).

Requirements

As a prospective English GA, 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 and send it directly to the Graduate Coordinator.

● Please find the form on the department website or contact the Graduate Coordinator.

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

Assistantship Duties

Graduate Assistants will work 20 hours a week in one of three capacities: as tutors in the CASA
Writing Center, as graders in core literature classes, as research assistants for faculty.

Selection of GAs

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

Graduate Teaching Assistantships

English MA students in their second year of study have the opportunity to teach in the First-Year Writing Program as Teaching Assistants. To be eligible students must have completed 18 graduate credit hours in English, including ENGL 5301, ENGL 5303, and one seminar in the ENGL 5360-69 sequence. In addition, students must have a 3.5 GPA at the time they begin teaching and must complete ENGL 5367 Practicum for Composition Instructors during the summer before the teaching period commences. The course is offered during each Summer II session.

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, students 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 by 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). Application forms can be found on the department website. You may also ask the Graduate Coordinator for the forms.

Eligibility Requirements

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

- You must be officially admitted to the MA/English program (earned BA or BS; all
required paperwork completed).

- You must have and maintain a **3.5 GPA** and be a student in good standing.
- 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 5301, 5303, 5392*, and **one course in the 5360-69 sequence**. Another English graduate course in Linguistics or Professional Writing may be substituted for a course in the 5360-9 sequence only with written approval of the English Graduate Coordinator.

**Duties**

You may teach between two and four sections of ENGL 1302 per nine-month appointment (no more than 2 per semester). When you teach two courses in any semester, you are eligible for benefits during that semester, although there is a 90-day waiting period. All benefits questions must be addressed to Human Resources.

**Supervision**

English TAs will be supervised, mentored, and evaluated by the FYWP Coordinator in accordance with University guidelines. TAs will be evaluated during each semester of their employment, and continued employment will depend on:

- Earning successful student evaluations of their teaching,
- Participating in weekly meetings with their learning community,
- Meeting with the FYWP coordinator, being observed, and reflecting on their teaching,
- Responding in a timely fashion to various deadlines/responsibilities, including turning in syllabi and curriculum vitae (academic resume), and posting midterm and final grades,
- Attending retreats and professional development events, when possible.

**Conditions of Employment**

- TAs must successfully complete ENGL 5392 (Practicum for Composition Instructors) or other course designated by the department and demonstrate an aptitude and preparation for teaching FY composition, including building and
maintaining a website for their courses.

- They must enroll in at least six (6) semester credit hours (SCH) of English graduate classes while teaching. They must successfully complete at least 12 SCH during each year of your appointment, and they must maintain a 3.5 GPA.

- Normally, a teaching assistantship appointment is for one academic year. Students must re-apply to continue the assistantship, although they do not have to put together a complete application. Second-year positions depend on enrollments.

- TAs teaching in the FYWP will receive $2700 per course.
Selection of TAs

You may find the application and recommendation forms on the department website, or you may contact the Graduate Coordinator to ask for the forms. 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 in a spring semester may apply without completing ENGL 5301 provided they meet all other eligibility requirements. Such students, if accepted as TAs, must complete ENGL 5301 during the first semester of their teaching appointment.

Other Employment

Part-time graders for core literature sections may be needed. Arrangements are made through individual faculty members teaching those survey courses. The Core Literature Coordinator, and the Graduate Program Coordinator will help liaison between you and faculty members. Very often, graders are hired at the last minute, since sections must reach an enrollment of 50 to receive a grader.

When funding is available, the Writing Center in the Center for Academic Student Achievement (Located in the Glasscock Student Success Center) employs graduate students as English tutors in the Writing Center. For more information contact Dr. Noelle Ballmer at 825-2254 or noelle.ballmer@tamucc.edu.

Other sources of support include Intercollegiate Athletics, the library and individual faculty members who have received grants to hire student assistants. Make sure to let the Graduate Coordinator know that you are seeking a position as we often get information from other offices and programs about open positions.
Frequently Asked Questions

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.

What is the normal course load?
While the University defines full-time as 9 credit hours, or 3 courses, per long semester, most of our students also work, so 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 advisor or program coordinator approval.

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).

How large are the seminars?
Courses usually have 10-15 students. Elective courses may be smaller.

What is the atmosphere of the department?
Here is how some current students and alumni describe it:

● “Everybody in the English program has been very supportive.”
● “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.”
● “I have enjoyed my classes and am very impressed by the openness and approachable nature of our faculty.”
What are the program's strengths?

Ask our alumni!

- I graduated from the English MA program in 2019. The classes I took helped me develop a skill set that I use every day in my career. These skills include grant writing, analytical skills, proposal writing, research, and improved writing/communication skills. In addition to developing practical skills, the program helped me cultivate a broader worldview with critical thinking practice based in a variety of schools of thought. Many of the faculty take an interdisciplinary approach to achieving the learning outcomes outlined in the program and individual courses, which leads to a more holistic, overall liberal arts education. The ability to approach problems from multiple angles is critical for liberal arts majors entering various roles in the world. The program is also fun and interesting, with many opportunities to be involved on campus in organizations and activities that enrich the overall experience.

- The English Master’s program provided hands-on experience in how writing is a flexible communication tool through variable coursework in writing, literary, and linguistic studies. My writing studies classes promoted my understanding of how writing is processed and interpreted by the intended and unintended audience. I now have a firmer grasp on how language is conveyed and can likewise more efficiently and effectively tailor my texts. My literary coursework sharpened my awareness of information-bias and evidence-finding when conducting textual research. I utilized these skills throughout my thesis work as I explored historical, fiction, and non-fiction scholarship both nationally and internationally. Finally, my linguistic coursework introduced me to how the nuances of the written language impacts the distribution of information. Regardless of my career, I need to be aware of how semantic and pragmatic cues assist with communicating to both English speaking natives and English Language Learners. All these experiences have opened different career opportunities beyond academia for me. The completion of my Masters of English degree, with a writing track emphasis, has brought me closer to a career in either healthcare.
administration or the federal government.

- Writing does not exist in a vacuum. The English Master’s program at Texas A&M University-Corpus Christi broadened my skills to how versatile writing is, alongside my literary and linguistic analysis coursework. I entered the program, initially, to hone my creative and technical writing abilities for future employment in healthcare administration. Previously, I found that my scientific programs focused heavily on scientific techniques, and less on manuscript preparation, audience limitations, and general writing how-to (think publish or perish). The completion of my English Master’s degree, along with my supplemental graduate healthcare administration coursework, will assist me in bridging the informational gap between clinicians and patients when it comes to health literacy. Additionally, the program’s faculty encouraged me to consider career avenues beyond academia and the public sector. My English Master’s has prepared me to organize, synthesize, and prepare complex written documents under tight and competing deadlines, which has made me a strong candidate for federal employment. I am currently waiting to hear the final selection process with several agencies as an analyst or information specialist. While my educational trajectory has been varied, the English Master’s program at Texas A&M University-Corpus Christi has been the best decision I made for myself in trailblazing a new path towards a scientific-writing-public service career.
# Appendix 1: Samples, MA Exam Rubric, and Checklist

## Degree Plan: Non-Thesis Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Required Credits</th>
<th>Applied Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Practice I: Literary Studies</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Theory &amp; Practice II: Writing Studies</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sociolinguistics, Intro to Linguistics, or Applied Ling.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Writing &amp; Literary Studies (9 Credits)</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Unmet conditions for this set of requirements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your GPA is 3.00 or GPA of 3.0 is required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample from [https://degreeplanner.tamucc.edu/](https://degreeplanner.tamucc.edu/)

## Degree Plan: Thesis Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Required Credits</th>
<th>Applied Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory &amp; Practice I: Literary Studies</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Theory &amp; Practice II: Writing Studies</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sociolinguistics, Intro to Linguistics, or Applied Ling.</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Writing &amp; Literary Studies (15 Credits)</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Unmet conditions for this set of requirements:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your GPA is 3.00 or GPA of 3.0 is required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample from [https://degreeplanner.tamucc.edu/](https://degreeplanner.tamucc.edu/)
Three Examples of Individualized Reading Lists

Example 1: Literary Studies

Exam Area: Space and American Literature

Key terms: Urban, Domestic, Identity Politics

Primary Texts
Danielewski, Mark Z. *House of Leaves*
Viramontes, Helena María. *Their Dogs Came with Them*
Hawthorne, Nathaniel. *The Scarlet Letter*
Hurston, Zora Neale. *Their Eyes Were Watching God*
Millhauser, Steven. *Martin Dressler: The Tale of an American Dreamer;*
Robinson, Marilynne. *Housekeeping*
Smiley, Jane. *A Thousand Acres*
Brown, Charles Brockden. *Edgar Huntly Pynchon,*
Thomas. *The Crying of Lot 49*
O'Neill, Eugene. *Long Day's Journey into Night*
Poe, Edgar Allan. “The Fall of the House of Usher”
DeLillo, Don. *White Noise*
Wharton, Edith. *The Age of Innocence*
Whitman, Walt “Song of Myself”
West, Nathanael. *The Day of the Locust*
Tobar, Héctor. *The Tattooed Soldier*
de las Casas, Bartolomé. *The Very Brief Relation of the Devastation of the Indies*
Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano*
Wheatley, Phillis “Selected Poems”
Rowlandson, Mary. *A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson*

Secondary/Theoretical Texts

d e Certeau, Michel. *The Practice of Everyday Life*, selections
Lefebvre, Henri. “The Right to the City”
Harvey, David. *Postmodern Geographies*, selections Kern,
Stephen. *The Culture of Time and Space*, selections Kaplan,
Amy. “Manifest Domesticity”
Freud, Sigmund. “The Uncanny”

Parameters:

25 texts +
No more than 5 from former coursework 5+
are theoretical/scholarly
Pre 18th: Rowlandson, Wheatley, Equiano, de las Casas, Brown
Example 2: Literary Studies

Exam Area: British Empire

Key terms: Gender, Race, Travel

Primary Texts
Austen, Jane. Mansfield Park
Achebe, Chinua. Things Fall Apart
Adichie, Chimamanda. Purple Hibiscus
Bennett, Louise. “Colonization in Reverse”
Bronte, Charlotte. Jane Eyre
Conrad, Joseph. Heart of Darkness
Coetzee, J.M. Foe
DeFoe, Daniel. Robinson Crusoe
Equiano, Olaudah, The Interesting Narrative of the Life of Olaudah Equiano
Haggard, J. Rider. King Solomon’s Mines
Johnson, Linton Kwesi. “It Nuh Funny,” “Inglan is A Bitch,” “If I Waz a Tap Natch Poet”
Kareishi, Hanif. The Buddha of Suburbia
More, Thomas. Utopia
Rhys, Jean. Wide Sargasso Sea
Roy, Arundhati. The God of Small Things
Rushdie, Salman. Midnight’s Children
Selvon, Samuel. Lonely Londoners
Shakespeare, William. The Tempest
Swift, Jonathan. Gulliver’s Travels
Walcott, Derek. “A Far Cry from Africa”

Secondary/Theoretical Texts
Clifford. “Travelling Cultures”
Levine, Philippa. From Gender and Empire
Sharpe, Jenny. From Allegories of Empire
Said. From Culture and Imperialism
Thiong’o, Ngugi wa. From Decolonizing the Mind.

Parameters:
25 texts +
No more than 5 from former coursework 5+ are
theoretical/scholarly
Pre 18\textsuperscript{th}: More, Shakespeare, DeFoe, Equiano, Swift
Example 3: Writing Studies

Example Exam Area: “Writing Across the Curriculum / Writing in the Disciplines (WAC/WID): Activity, Genre, and Using Writing in Disciplinary Contexts”

Key Terms / Concepts: Rhetoric, Cultural-Historical Activity Theory, Genre, Learning

Books

Articles in Edited Collections: The following texts are examples of recent edited collections. In consultation with Writing Studies faculty, students will identify appropriate / relevant essays from these for their reading list.
- Bazerman, Charles; Adair Bonini; Debora Figueiredo (Eds.), Genre in a changing world
- McLeod, Susan H.; Eric Miraglia; Margot Soven; Christopher Thaiiss (Eds.). (2001). WAC for the new millennium: Stratégies for continuing writing-across-the-curriculum programs

Articles from Scholarly Journals

Students, in consultation with Writing Studies faculty, could also be selecting relevant / appropriate articles from relevant scholarly journals, not only from Writing Studies but from disciplinary journals that publish articles on discipline-specific pedagogy.

Relevant Web Resources:
- CompPile http://comppile.org
- WAC Clearinghouse http://wac.colostate.edu
## MA Exam Rubric and Scoring Guidelines

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Expectations</th>
<th>Meets Expectations</th>
</tr>
</thead>
</table>

### SLO 1: Proficiency in Critical Reading, Thinking, and Writing at the Graduate Level

**Thesis:**

The readers can identify a claim or central idea in the form of a focused thesis statement or collection of statements.

**Synthesis, Integration, and Analysis:** Throughout the essay, the readers can identify the following:

- Source texts that are appropriately attributed
- Specific examples from texts or scholars
- Elaborations of what the examples show
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>· Clear statements of relationships across texts or among the</td>
<td>Argument and Organization:</td>
</tr>
<tr>
<td>work of various scholars in the field</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>The readers can follow the development of the claim or central</td>
<td>The readers can also identify a structure that effectively</td>
</tr>
<tr>
<td>idea through the use of evidence appropriate to the field of</td>
<td>organizes and presents that evidence in support of the claim</td>
</tr>
<tr>
<td>the exam.</td>
<td>or central idea.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Readers agree and can show how paragraphs clearly connect</td>
<td></td>
</tr>
<tr>
<td>with one another and make connections to the primary claim or</td>
<td></td>
</tr>
<tr>
<td>idea of the essay.</td>
<td></td>
</tr>
</tbody>
</table>

Sentence-Level Writing:
| The writing follows field-specific conventions for document format. |
| The writer follows conventions for appropriate usage, punctuation, syntactic styles, and vocabulary. |
| The essay has been successfully proofread and edited; errors that are present do not impede understanding.* |
| *Features of non-standard Englishes do not constitute errors. |

**SLO 2: Understanding of Core Knowledge, Vocabulary and Concepts in the Discipline**

**Overall Questions:**

- Readers agree and can show how the essay follows and answers the prompt that was provided.

- Readers agree and can show how the essay demonstrates a clear understanding of core knowledge in the field and uses field appropriate vocabulary and concepts.
Student Checklist

Coursework Requirements

- ENGL 5301: Theory and Practice 1: Literary Studies (Fall, first year in program)
- ENGL 5303: Theory and Practice 2: Writing Studies (Spring, first year in program)
- 3 hours in Linguistics
- 6 hours in Writing Studies
- 6 hours in Literary Studies
- 15 hours (or 9 for Thesis) Electives

Thesis Requirement

- Thesis Director and Committee selected
- Proposal completed in consultation with Committee and submitted to the Graduate Coordinator
- Thesis Request Form and Thesis Committee Form completed and submitted to Graduate Coordinator
- Notification of approval or request for revisions by Graduate Committee
- Registration for two semesters of ENGL 5395 completed
- Thesis drafted and circulated among committee for feedback throughout the two semesters of 5395
- Thesis defense scheduled (contact Graduate Coordinator to coordinate) and CGS agreement form completed
- Successful defense of thesis completed
- Recommended revisions completed
  - Properly formatted thesis according to the College of Graduate Studies requirements
  - Thesis submitted to ProQuest
  - Copy of submission receipt submitted to Graduate Advisor for degree certification
  - Copy for Department of English submitted to the Graduate Coordinator

Written Comprehensive Exam: Literary Studies

- Exam Director and Faculty Reviewers in place
- Approved Reading List, Rationale, and Review Form submitted to Graduate Coordinator (no later than week 13 of semester preceding exam)
- Registered for exam (Exam Registration Form submitted to Graduate Coordinator)
- Successful completion of Written Comprehensive Exam (final long semester of program)
Written Comprehensive Exam: Writing Studies

- Exam Director and Faculty Reviewers in place
- Approved Reading List, Annotated Bibliography (with Introduction), and Review Form to Graduate Coordinator (no later than week 13 of semester preceding exam)
- Register for exam (Exam Registration Form submitted to Graduate Coordinator)
- Successful completion of Written Comprehensive Exam (final long semester of program)

Graduation

- Register for graduation on SAIL; diploma ordered
- Completed degree plan
- Confirmation with Graduate Advisor that degree plan is complete and filed
- Regalia ordered through bookstore
- RSVP for Hooding Ceremony with Graduate Coordinator