Master of Arts Program

ENGLISH

2015 - 2016 Handbook

Texas A&M University-Corpus Christi
College of Liberal Arts
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Dear Incoming English Graduate Students:

On behalf of the English Department at Texas A&M University—Corpus Christi, we welcome you to our Master of Arts Graduate Program! We know that this is a major decision in your life and an important step in your goals as a writer, a scholar, and a professional. To help students fulfill these goals, the English Department has redesigned its program curriculum, which will be implemented this fall term. We’re excited to have you as members of the first cohort of the new program!

Our MA program is designed to help you meet your long-term goals, whether they involve deepening your understanding of literature and language, advancing your expertise as a teacher, preparing for doctoral study or law school, and/or building the skills necessary to become community college instructors or professional writers in the business, non-profit, or government sectors. Your degree will also open up opportunities to teach in foreign countries.

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

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

We are looking forward to working and learning with you during this pivotal year when we are transitioning into our new program curriculum. Again, welcome to the program!

Sincerely,

Dr. Kathryn Santos
Assistant Professor of English
Coordinator, English Graduate Program
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Answers to frequently asked questions:

1. **How many students are accepted each year?**
   Since its inception in 1993, between 10 and 20 students have been accepted into the program each year.

2. **What is the English graduate-student population like?**
   - Average age is in the mid-twenties.
   - Gender mix: 80% percent are females, 20% are males.
   - Ethnic mix: 20% Hispanic and 80% are White.
   - Undergraduate GPA: average 3.37
   In addition to your fellow English graduate students, other students also enroll in our English courses from graduate programs in Education, History, Psychology, Business, Computer Science, Communications, and Interdisciplinary Studies.

3. **What is the normal course load?**
   A full-time course load defined by the University is 9 credit hours, or 3 courses, per long semester. (Less than 1/4 of students in the program attend full time.) Because most of our students also work, we encourage them to take a maximum of 6 credit hours during a long semester. Taking more than 6 hours during a summer session requires approval of your advisor or the coordinator of the program.

4. **How long will it take me to complete my degree?**
   Usually it takes two school years, with one summer (for full-time progress) or two summers (taking 6 hours per long semester).

5. **How large are the seminars?**
   Core courses usually have 15-20 students, electives 10-15 students.

6. **What is the atmosphere of the department?**
   Here is how some current students and alumni describe it:
   - “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.”

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

8. After finishing the M.A., what are my options?
Since the program’s inception in 1993, many of our graduates have come from (and returned to) primary and secondary schools in surrounding districts. Others have been accepted into doctoral programs, and many of those have become professors at other universities. Still others are working as community college faculty, as lawyers, and as professional writers in government service or other industry-related fields.
Program Mission, Outcomes, and Standards

Over the past two years, the English faculty has reexamined our founding principles as a way of redefining program goals and assessing the design, implementation, and success of our curriculum. The important principles that underpin the English graduate program are the following;

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 M.A. 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, 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.

**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 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 Honesty**
The English graduate program adheres to the Student Code of Conduct policy detailed in “Academic Misconduct Cases #13.02.99.C3.01. 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.
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.* 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 5390 (Thesis), 3 hours in one semester and 3 hours in the following semester. 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 - Evaluation and Diagnosis of Writing
• ENGL 5361 - Basic Writing Theory and Pedagogy
• ENGL 5362 - Computers and Writing
• ENGL 5363 - History of Rhetoric
• ENGL 5364 - Technical Writing Theory and Pedagogy
• ENGL 5365 - Community Literacy Theory and Pedagogy
• ENGL 5369 - Topics and Genres in Rhetoric and Composition
• ENGL 5385 - Seminar in Applied Linguistics
• ENGL 5392 - Practicum for Composition Instructors

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 5343 - British Literature 1900 – Present
• 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 5375 - Creative Writing
- ENGL 5667 - Coastal Bend Writing Project (6 sem. hrs. during Summer II session)
- ENGL 5380 - Seminar in Sociolinguistics
- ENGL 5381 - Introduction to Linguistics
- ENGL 5396 - 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.

Exit Requirements

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

1. Thesis-option students must defend the thesis in an oral examination; a majority of the thesis committee members must pass the thesis and its defense. Candidates will submit an approved bound copy of the completed thesis to the English Graduate Coordinator and to Bell library. 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.

2. Students pursuing the non-thesis option must successfully satisfy the requirements of the capstone contract.

3. All students must pass the Written Comprehensive Exam in either Literary Studies or Writing Studies.
Thesis or Non-Thesis Options

Students may choose the Thesis Option or the Non-Thesis Option to serve as part of their exit requirement. The department recommends that students consult with their faculty mentors to determine which choice will work best, given their career goals, time constraints and other concerns.

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 advisor (Exam Director) as early as possible in selecting appropriate course work. Students may apply to write a thesis after completing 18 hours of course work. Once accepted as a thesis candidate, students are expected to work closely with their committee in designing and executing the thesis. The 6 credit hours towards the thesis (ENGL 5390) must be taken in two separate and sequential semesters. An oral defense of the thesis will be scheduled at the end of the second semester or when the committee chair determines that the student is ready to defend. Thesis guidelines and application forms are available from the office of the Dean of the College of Liberal Arts.

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. The thesis proposal form can be found on the College of Liberal Arts website at http://cla.tamucc.edu/students/images/THESIS%20FORM.pdf.

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. For more information about this process, students may also contact the College of Graduate Studies (361/825-2497) or visit http://research.tamucc.edu/compliance/irb_apply.html.

Thesis proposals should be submitted through the Graduate Coordinator to the English Graduate Committee at least one month before the beginning of the semester in which the student plans to begin the 5390 sequence (6 hours over the course of two semesters). Very often the proposal is negotiated; the Committee often asks for clarification or expansion of specific sections. 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.
Over the course of two semesters of 5390 study, students will work closely with their thesis chair and two other committee members selected by the student to serve on the committee. This process of reading, discussing, and learning with respective faculty mentors should be an integral part of the thesis project. To maximize this experience, students should take advantage of the committee’s expertise—collaboration is the *raison d’etre* of your committee!

**Recommended Timeline for Thesis:**

1. Students should submit an initial draft to the thesis committee by the end of the first 5390 semester. This gives the committee ample time to read the draft carefully over the semester break.
2. Students doing research involving human subjects should expect to follow a different timeline. For theses requiring IRB approval, the student should work with her or his thesis director to develop an appropriate timeline.
3. Students should 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. Students should select a defense date at least one month before the planned graduation date. The date should be *before finals week* to ensure the feasibility of graduation. Keep in mind that after the defense, students will need time to make any required revisions, obtain necessary signatures, and submit the thesis as a condition to be certified for graduation.

**Format Guidelines for Thesis:**

A copy of format requirements for the thesis is available from the College of Graduate Study. It is the student’s responsibility to get a copy of these guidelines and to adhere to them in preparing the thesis.

**Non-Thesis Option**

Students electing not to write a thesis will take 15 elective hours rather than the 9 required for the thesis option (see list of courses that satisfy elective requirement above, Part Two and Three); in addition, they will identify one course to serve as their Capstone course, which should be taken during the last year of study, ideally the semester before they take the Written Comprehensive Examination. The purpose of the Capstone course is to provide students with the opportunity to deepen their knowledge of a particular topic relevant to English Studies through 1) content and skill building gained from the course material 2) independent research and 3) review of past knowledge gained from former seminars to apply to their final project. Following are the steps necessary for successful completion of the Capstone course:

1) During the semester prior to the semester in which the course is being offered, students should identify potential courses to serve as Capstone. The following
may not serve as capstone courses: ENGL 5392, ENGL 5375, ENGL 5396, ENGL 5667

2) Students should make an appointment with the faculty member scheduled to teach the identified course to discuss the syllabus and course content and how it might be tailored to fulfill the expectations of Capstone.

1) After receiving permission from the faculty of record to designate the course as Capstone, the student will complete the Capstone contract (see form in Appendices section in back of handbook) and submit it to the Graduate Coordinator by week 13 of the long semester before the course is being offered.

2) Once the Graduate Committee has approved the contract, the student may register for the class and proceed to fulfill the requirements of the contract.
Written Comprehensive Examinations

The Written Comprehensive Examination 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 course work. 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). All candidates must pass the Written Comprehensive Examination to receive their MA degree. Following is a description of the tasks involved to prepare for the examination in Literary Studies or Writing Studies:

Written Comprehensive Examination: Literary Studies

Part 1: Create an individualized reading list and rationale.
Under the direction of the designated Exam Director (see “Advising,” p. 19), 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 back of handbook) that demonstrate depth and breadth in a particular subfield of literary studies. The student submits this list, along with a 3 - 4 page rationale explaining the choice of texts and how they are related, to the Graduate Coordinator by the end of the semester preceding the semester in which the student plans to take the exam. Once the list and rationale have been approved by the Graduate Committee, 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/genre 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 committee will create prompts based on the reading list created by the student along with a list of keywords of literary/theoretical terms listed at the top of the reading list that best represent his/her focus area. 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 a portfolio of evidence with a reflective analytical essay
In ENGL 5303 Theory and Practice 2: Writing Studies, students will be introduced to the core concepts and research practices of Writing Studies. In every graduate writing studies course, reflective writing that connects that course to the broader field and the foundation provided by the theory and practice course will count for 10% of the grade. Students will also be encouraged to save their work from those courses as evidence of their learning. Those students who have decided to test in writing studies will be encouraged by these reflections to make connections among the writing studies courses, core concepts, and research practices.

At the end of the program, students will write one reflective, analytical, scholarly essay of at least four single-spaced pages that uses these course-based reflections and links to various pieces of evidence in their own writing/teaching during the program to demonstrate their breadth of understanding of the core concepts and history of the discipline. If students decide midstream to change exam areas, they will not have as many reflections to help them prepare, but it will not impact their grade for the portfolio.

Writing Studies portfolios will be due four weeks before students take the Written Comprehensive Examination and will be read by a committee of writing studies specialists. Students must pass the portfolio section of the exam in order to take the Written Comprehensive Exam. Portfolio results will be provided to the student within one week after the portfolio has been submitted.

Part 2: Create an individualized exam reading list and annotated bibliography
After the student has completed between 12 – 18 hours, he/she will identify an Exam Director from the English graduate faculty to direct Part 2 and Part 3 of the exit assessment. 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 submit 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, to the graduate coordinator by the end of the semester preceding 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.

Once the list and rationale have been approved by the Graduate Committee, the student will spend the remainder of his/her time in the program reviewing the materials in more depth, making connections between the texts, and preparing questions for 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 and Thesis);
- 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 3: Written exam
Examinations will be offered during the Fall and Spring semesters only, and are usually scheduled during the 10th week of classes. Students will select one prompt written by the Exam Committee based on the individualized reading list developed in Part 2 and respond in essay form (no more than eight pages) on a take-home basis. Students must pass the portfolio section of the exam in order to take the Written Comprehensive Exam.
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 noon and ends Monday noon.

Grading of Exam

- The Exam Committee consists of Writing Studies and Literary Studies specialists, who serve on a two-year basis.
- The prompts are drafted by specialists in each of the two fields and are then refined and approved by all faculty specialists in each exam area.
- The essays are graded through a blind review process.
- The examinations are graded Pass with Distinction, Pass, or No Pass. See rubric used to evaluate student exams in Appendices section of handbook.
- The Chair of the Exam Committee notifies the candidates of their results via email.
- 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.

Advice for Students

- Plan Ahead! You should begin meeting regularly with your Exam Director once he/she has been have identified him/her and your emphasis area. 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/reread 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 work with 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 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 the body of the work.
- 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!
- The texts on your reading list are your friends. You are not expected to work with texts that are not included on that list.
- Follow the instructions provided on the exam.
Advising

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, Capstone requirements, scholarships, the Comprehensive Exit Examination, and any other matters pertaining to the program. After completing at least 12 and no more than 18 hours, students will identify a faculty member to step into the position of advisor and Exam Director. The Exam Director will be students’ most immediate guide through the remainder of time spent in the program and will be a specialist in the field that the student has designated as his/her emphasis area. To ensure that all graduate faculty have advisees and that no one faculty member is overloaded, we may ask students to select an alternative Exam Director, so it’s best for students to have several in mind whose expertise will accommodate their personal/professional interests.
English Graduate Course Descriptions:

ENGL 5301 – Theory and Practice 1—Literary Studies  
3 sem. hrs.  
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 2 –Writing Studies  
3 sem. hrs.  
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 the Spring.

ENGL 5340 — British Literature Before 1660  
3 sem. hrs.  
Examination of poetry, drama, or prose written before 1660. Sample topics: The Global Renaissance, Shakespeare, Early Drama, Early English Women’s Writing. May be repeated for credit when topics vary.

ENGL 5342 — British Literature 1660 – 1830  
3 sem. hrs.  
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 theory 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 sem. hrs.  
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 sem. hrs.  
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. May be repeated for credit when topics vary.

ENGL 5346 - American Literature to 1865  
3 sem. hrs.  
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 1865-1945  
3 sem. hrs.
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, Faulkner and the South. May be repeated for credit when topics vary.

ENGL 5348 - American Literature 1945-Present  
3 sem. hrs.
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 sem. hrs.
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 - Evaluation and Diagnosis of Writing  
3 sem. hrs.
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 sem. hrs.
Studies in the theory and pedagogy of the teaching of developmental writing. Focus centers on the political, sociolinguistic, and educational history and status of basic writers.

ENGL 5362 - Computers and Writing  
3 sem. hrs.
Studies in the theory and practice of electronic research, writing and editing. Includes topics that relate to academic scholarship and contemporary writing instruction within electronic settings.

ENGL 5363 - History of Rhetoric  
3 sem. hrs.
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 5364 - Technical Writing Theory and Pedagogy  
3 sem. hrs.  
Exploration of theories and practice in technical and professional writing, with emphasis on analyzing documents and their contexts.  

ENGL 5365 - Community Literacy Theory and Pedagogy  
3 sem. hrs.  
Studies in the production of texts, with emphasis on the relation between textuality and social groups, and between textuality and cultural identities.  

ENGL 5369 - Topics and Genres in Rhetoric and Composition  
3 sem. hrs.  
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 5375 - Creative Writing  
3 sem. hrs.  
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 sem. hrs.  
Workshop on the genres and practices of professional writing and communication.  

ENGL 5380 - Seminar in Sociolinguistics  
3 sem. hrs.  
Exploration of topics related to language in society, including but not limited to an introduction to sociolinguistics, language variation, discourse analysis, language planning and policy, multilingualism, and world Englishes. May be repeated when topics vary.  

ENGL 5381 - Introduction to Linguistics  
3 sem. hrs.  
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 sem. hrs.  
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 5390 (Required in Thesis Track) - Thesis
3 sem. hrs.
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. Prerequisite: approval of English Graduate Committee. Grade assigned will be “credit” (CR) or “no credit” (NC).

ENGL 5392 - Practicum for Composition Instructors
3 sem. hrs.
Practical training for English Teaching Assistants. A seminar in contemporary composition and rhetorical theory with practical applications for the First-Year classroom. Prerequisite: permission by instructor. Offered in Summer II

ENGL 5396 – Directed Independent Study (DIS)
1 - 3 sem. hrs.
Independent 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 5667 - Coastal Bend Writing Project Summer Institute
6 sem. hrs.
Invitational Summer Institute of the Coastal Bend Writing Project, affiliated with the National Writing Project. Workshop for teachers pre-k through university level that: 1) studies theory and effective practices in writing pedagogy; and 2) focuses on improving participants' writing and research skills with the goal of publication. Prerequisites: minimum of one year teaching experience; permission from the Director of the Coastal Bend Writing Project, Dr. Catherine Quick: catherine.quick@tamucc.edu.
Directed Independent Studies

Under special circumstances, students may request a Directed Independent Studies course (ENGL 5396). A student must identify a faculty 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. The DIS application form is available on the College of Liberal Arts website at http://cla.tamucc.edu//students/images/Grad%20DIS%20application.pdf

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 your 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.

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 automatically is changed from an “I” to the letter grade previously determined by the professor.
Academic Probation

You must maintain a 3.0 (“B”) grade point average and are allowed to apply only one “C” to your degree plan. Students whose cumulative GPAs drop below 3.0 will be placed on scholastic probation. To be removed from scholastic probation, a student must achieve a cumulative 3.0 GPA within completion of the next 9 semester credit hours. If, during this time, a student’s GPA for any semester again drops below 3.0, he or she will be forced to withdraw from the university for one year before reapplying for admission.

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 5390).

Failing Grades / Repeating Courses

Students who fail a course and repeat it may not use the new, improved grade as a replacement to the failing grade (as it does in undergraduate study). Instead, both the “F” and the grade from the student’s second attempt at taking the course are averaged into the GPA. A graduate student may retake a maximum of two courses during graduate study in the University. The student may repeat each course only one time. All grades received for the course will be computed in the grade point average.
What is the process for . . .

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.

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.

Determination of Available Funds
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 (Norma Canales or Becky Flores) 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/) and must designate Norma Canales or Becky Flores 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 students 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 sophomore literature, 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, Dr. Kevin Concannon.

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, Dr. Susan Wolff-Murphy. Don’t 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, Dr. Susan Wolff-Murphy. 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 T.A. 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, Dr. Kevin Concannon.

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, follow the conflict resolution procedures governing that office.
When You Are Ready to Graduate

Before graduating students must fill out a clean copy of their degree plan (see degree plan forms in Appendices section of handbook) and get signatures from their Exam Director/Advisor, the Graduate Coordinator, and the Dean of the College of Liberal Arts. Students at that time schedule an appointment to meet with Rachelle Stanley in Academic Advising (Driftwood 203E, 825-3466) to certify that all is in order and student is ready to apply for graduation. Students must have an approved degree plan on file with Academic Advising to graduate. If something happened and the student does not graduate that semester, he/she must reapply for graduation the next semester.

Graduation application deadlines vary but are usually 3-4 months prior to graduation. Be sure to keep track of these dates in the course schedule or online through S.A.I.L. Students apply for graduation and order their diploma through the registrar’s office: http://registrar.tamucc.edu/degrees_graduation/apply_for_grad.html

Graduate regalia (worn during university commencement and the English department’s hooding ceremony) can be ordered through the bookstore, 361/825-2603.

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

For thesis track candidates . . .
Students should be considerate of their thesis committee! Don’t expect them to read a final draft (or worse yet, a draft they have never seen) and schedule a defense in the last week of the semester. Like the student, faculty get very busy at the close of semesters, and students must give them ample time to read, comment, and prepare questions for the oral defense.

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

For non-thesis track candidates . . .
Students should see the Graduate Coordinator and the Graduate Academic Advisor the semester before they plan on graduating to make sure that they are meeting all requirements and have a signed degree plan on file.

Incompletes
Students cannot carry an incomplete during their final semester of study. That is, an incomplete will invalidate application for graduation, and students will have to reapply.
Professional Organizations

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

**Student Association of Graduate English Scholars or SAGES**
An organization to foster connections among graduate students and between students and the community.

- Advisor: Dr. Molly Engelhardt, 825-3793
  molly.engelhardt@tamucc.edu
- SAGES President: Marnie Cannon, mcannon2@islander.tamucc.edu
- SAGES maintains a Facebook presence at: https://www.facebook.com/groups/275681275782785/.

**Sigma Tau Delta**: English Honors Society
An international English honor society to confer distinction for high achievement in undergraduate, graduate, and professional studies.

- Advisor: Dr. Glenn Blalock, 825-2488
  glenn.blalock@tamucc.edu

**Switchgrass Review and Windward Review**: Publication highlighting Art and Literature from the University and Civic Communities.

- Editor: Dr. Robin Carstensen, 825-3627
  robin.carstenen@tamucc.edu

**Association of Writing Center Advocates**
The AWCA strives to (a) encourage all Texas A&M Corpus Christi faculty, staff, undergraduate students and graduate students to utilize the services offered at CASAs Writing Center (b) assist in the promotion of CASAs Writing Center, and (c) to raise funds to improve services offered at CASAs Writing Center.

- Find them on Facebook

**Island Waves**: University student newspaper

- http://islandwaves.tamucc.edu/
- Phone: 825-5862
- Email: editor-in-chief.islandwaves@tamucc.edu

For a complete list of University Student Organizations, see http://tamucc.orgsync.com/.
Directory of English Graduate Faculty

Kelly Bezio – Ph.D. University of North Carolina at Chapel Hill
Early American Literature and Culture, Medical Humanities, Literature and Medicine, Biopolitics
Office: FC285 | Phone: 825-3623
Email: kelly.bezio@tamucc.edu

Glenn Blalock—Ph.D. University of North Carolina at Chapel Hill.
Coordinator, Writing Studies
Rhetoric and Composition, Writing Across the Curriculum, Writing Program Administration, Digital Rhetoric, and Technical Writing
Office: CE 213D | Phone: 825-2488
Email: glenn.blalock@tamucc.edu

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

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

Shannon Fitzsimmons-Doolan – Ph.D., Northern Arizona University
Language Policy, Language Ideologies, Content-based Instruction, Corpus Linguistics
Office: FC 257 | Phone: 825-3607
Email: shannon.fitzsimmons-doolan@tamucc.edu

Stephen Doolan – Ph.D., Northern Arizona University
Coordinator, Linguistics
Linguistics, Second Language Writing, Reading to Write, Resident L2 Writing, Quantitative Research Methods
Office: CE 213 D | Phone: 825-3643
Email: stephen.doolan@tamucc.edu

Molly Engelhardt – Ph.D., University of Southern California
Coordinator, English Graduate Program
Victorian Literature and Culture, Gender Studies, Dance Studies
Office: FC 277 | Phone: 825-3793
Email: molly.engelhardt@tamucc.edu

Charles Etheridge – Ph.D., Texas Christian University
Rhetoric and Composition, Technical and Professional Writing, English Education
Office: FC 288 | Phone: 825-5755
Email: charles.etheridge@tamucc.edu
Web site: http://falcon.tamucc.edu/~cetheridge
Jason Farr – Ph.D., UC San Diego
Restoration and 18th Century English Literature, Disability Studies, Queer Studies, Transnational Studies
Office: FC 254 | Phone: 825-2395
Email: jason.farr@tamucc.edu
Web site: <tamucc.academia.edu/JasonFarr>

Susan Garza - Ph.D., University of Texas at Arlington
Rhetoric and Composition, Technical and Professional Writing
Office: FC 267 | Phone: 825-2483
Email: susan.garza@tamucc.edu
Web site: http://falcon.tamucc.edu/wiki/SGarza/Home

Yndalecio Isaac Hinojosa, Ph.D., University of Texas, San Antonio
Rhetoric and Composition, Literacy Studies, Chicana/o Rhetoric
Office: FC 275 | Phone: 825-2418
Email: yndalecio.hinojosa@tamucc.edu

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

Catherine Quick – Ph.D., University of Missouri-Columbia
Director, Coastal Bend Writing Project
Rhetoric and Composition, Technical and Professional Writing, English Education
Office: FC 286 | Phone: 825-3025
Email: catherine.quick@tamucc.edu

Kathryn Santos – PhD., New York University
Early Modern Literature and Culture, Drama and Performance Studies, History of the Book, Translation Studies
Office: FC 283 | Phone: 825-3826
Email: kathryn.santos@tamucc.edu

Jennifer Sorenson – PhD., University of Michigan at Ann Arbor
British and American Modernism, Book History and Print Cultures, Visual Cultures and Material Cultures,
Gender Studies, Media Theory and Histories
Office: FC 258 | Phone: 825-3002
Email: jennifer.sorenson@tamucc.edu

Sharon Talley - Ph.D., University of North Texas
Associate Dean, College of Liberal Arts
19th Century American Literature, Literary Theory, Women’s Literature, Southern US Literature
Office: FC 203 C | Phone: 825-5990
Email: sharon.talley@tamucc.edu

Susan Wolff Murphy - Ph.D., Texas A&M University, College Station
Coordinator, First-Year Writing Program
Director, First-Year Islanders Program
Developmental Writing, Discourse Analysis, Writing Centers
Office: FC 127 | Phone: 825-2640
Email: susan.murphy@tamucc.edu
Web site: http://falcon.tamucc.edu/~swolff/
Sources of Financial Support

Graduate Assistantships
We have two half-time graduate assistantships, which traditionally have been reserved for first-year students. These positions (20 hours a week) come with benefits. Applications for these positions are submitted to the English Graduate Coordinator (see form in Appendices section at back of handbook). They are due by April 15, preceding the beginning of course work.

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 5392 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 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 in the Appendices section in the back of the handbook.

Other employment:
Part-time graders for Sophomore-level core literature sections are always needed. Arrangements are made through individual faculty members teaching those survey courses. The Sophomore Literature Coordinator, Dr. Dale Pattison, 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 have 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 Noelle Ballmer at 825-2254 or noelle.ballmer@tamucc.edu.

Other sources of support include Intercollegiate Athletics, and individual faculty members who have received grants to hire student assistants.
Graduate Assistantships

The English Graduate Program has available a limited number of assistantships for first-year graduate students. Awards are made on the basis of the applicant's academic record, financial need, and demonstrated skills that pertain to the various graduate assistantships. These half-time positions pay $1200 a month, with benefits, during the academic year (fall and spring semesters).

Requirements:

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

• You must have completed all university requirements for admission to the graduate program (submitted official application, paid the mandatory fee, sent official transcripts confirming a BA or BS).
• You must have submitted a complete admissions portfolio via the Graduate Studies Office to the English Graduate Program (including a letter of application, academic writing sample, and three letters of recommendation).
• You must complete the form below and send directly to the address indicated.
• You must enroll in and successfully complete at least 6 credits hours of English graduate courses each semester.

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 sophomore literature classes, as research or editorial assistants for faculty in the English department.

Selection of G.A.'s:

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

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

Contact Information

Your Name:
Banner ID:
Mailing Address:
Phone Number:
Email Address:

Statement of Qualifications:  (complete on a separate page and attach to this form).

1. Why are you applying for a graduate assistantship? How would it benefit you as you pursue a graduate degree in English?

2. Describe the skills that you would bring to this position and any past experiences/accomplishments that speak to your capabilities. Please specify which of the three areas—tutor, grader, research/editorial assistant—you would prefer working in.
Graduate Teaching Assistantships

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 courses per nine-month appointment (no more than 2 per semester). You may be asked to teach combinations of English 1301 or 1302. When you teach two courses in any semester, you are eligible for benefits during that semester, 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, and
- Attending retreats and professional development events, when possible.

Conditions of Employment:

- TAs must successfully complete ENGL 5392 (Practicum for Composition Instructors) and demonstrate an aptitude and preparation for teaching FY composition, including building and maintaining a website for their courses.
- You must enroll in at least six (6) semester credit hours (SCH) of English graduate classes while teaching. You must successfully complete at least 12 SCH during each year of your appointment, and you 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; instead, they will respond to a query from Steve
Schwerin, the UCCP Program Coordinator. Second-year positions depend on enrollments.

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

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

*Students admitted into the MA in English program 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.
Graduate Teaching Assistant Application Form
Texas A&M University-Corpus Christi
First-Year Writing Program:
Department of English

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

Completed applications will include:
• Contact information (on this form).
• Statement of qualifications (see instructions below).
• Three recommendations, using the forms provided with this application.
• Copies of undergraduate and graduate transcripts.
• Writing Sample--graduate seminar paper (approximately 10 pages).

Contact Information

Your Name:

Banner ID:

Mailing Address:

Phone Number:

Email Address:

Statement of Qualifications:
In a separate document, attached to this form, please discuss why you want to teach composition and how your educational background and work experience qualify you for this position.
Graduate Teaching Assistantship Recommendation Form
Texas A&M University-Corpus Christi
First-Year Writing Program:
Department of English

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

To Be Completed by the Applicant:

I, ___________________________, authorize ___________________________ to complete this recommendation.

Please check one of the following:

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

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

Signature ___________________________ Date ______________

To Be Completed by the Respondent:

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

How well do you know the candidate, and in what capacity?
Rank the candidate by responding to the following statements:

<table>
<thead>
<tr>
<th>A) Has good written communication skills.</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>B) Demonstrates an ongoing commitment to developing own writing ability.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>C) Has good oral communication skills.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D) Has responsible work habits.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>E) Capable of working cooperatively within the guidelines of a professional community.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>F) Capable of working collaboratively within a professional community.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>G) Will work well with a diverse first-year student population.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>H) Has potential for succeeding as a writing instructor.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>

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

Signature:
Date:
Degree Plan: Non-Thesis Option  
MASTER OF ARTS IN ENGLISH  
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Student:  
Banner ID: 
Email: 
Date Admitted: 
Exam Director: 
Exam Area: 
Exam date and results:

<table>
<thead>
<tr>
<th>9 Hours: CORE REQUIREMENTS</th>
<th>GRADES</th>
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<tbody>
<tr>
<td>ENGL 5301 Theory and Practice 1: Literary Studies</td>
<td>_____3</td>
</tr>
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<td>ENGL 5303 Theory and Practice 2: Writing Studies</td>
<td>_____3</td>
</tr>
<tr>
<td>ENGL 5380 - 85 Linguistics</td>
<td>_____3</td>
</tr>
</tbody>
</table>

* 6 Hours: WRITING STUDIES (ENGL 5360 – 69, 5385, 5392)

| ENGL | _____3 |
| ENGL | _____3 |

* 6 Hours: LITERARY STUDIES (ENGL 5342 – 5349)

| ENGL | _____3 |
| ENGL | _____3 |

* 15 Hours: ELECTIVES

| ENGL | _____3 |
| ENGL | _____3 |
| ENGL | _____3 |
| ENGL | _____3 |
| ENGL | _____3 |
| ENGL | _____3 |

TOTAL SEM HRS: 36

* One of the above non-core courses must have capstone designation (C). See student handbook for specifications.

Graduate Advisor ___________________________ Date: _____
Student ___________________________ Date: _____
Graduate Coordinator ___________________________ Date: _____
Dean/Assoc. Dean ___________________________ Date: _____

40
Degree Plan: Thesis Option
MASTER OF ARTS IN ENGLISH
TEXAS A&M UNIVERSITY-CORPUS CHRISTI

Student:
Banner ID:
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Date Admitted:
Exam Director:
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<th>9 Hours: ELECTIVES</th>
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TOTAL SEM HRS: 36

Graduate Advisor ___________________________ Date: __________
Student ___________________________ Date: __________
Graduate Coordinator ___________________________ Date: __________
Dean/Assoc. Dean ___________________________ Date: __________
Three Examples of Individualized Reading Lists

Example 1: Literary Studies

Exam Area: Space and American Literature

Key terms: Urban, Domestic, Identity Politics

Fiction

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

Non-Fiction

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

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

Fiction
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”

Non-Fiction
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 18th: 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 Thaiss (Eds.). (2001). WAC for the new millennium: Strategies 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
Rubric for ENGLISH MA Comprehensive Exam #__________

Category: Proficiency in critical reading and thinking at the graduate level.

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Not Proficient</th>
<th>Proficient</th>
<th>Very Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integration</td>
<td>Insufficient integration of materials, concepts, and/or viewpoints.</td>
<td>Good integration of materials, concepts, and/or viewpoints.</td>
<td>Outstanding integration of materials, concepts, and/or viewpoints.</td>
</tr>
</tbody>
</table>

Category: Proficiency in writing

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Not Proficient</th>
<th>Proficient</th>
<th>Very Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Confusing/inconsistent organization.</td>
<td>Clear, well structured, coherent organization.</td>
<td>Outstanding, extremely well structured and coherent organization.</td>
</tr>
<tr>
<td>Sentence level writing</td>
<td>Lack of clarity, coherence, polish, or absence of discipline-specific writing format.</td>
<td>Clear, coherent, polished writing that follows discipline-specific format.</td>
<td>Outstanding writing skills in terms of clarity, coherence, polish, and format.</td>
</tr>
<tr>
<td>Clarity and pertinence of argument</td>
<td>Lack of clarity, persuasiveness, and/or pertinence of argument.</td>
<td>Clear, persuasive, and pertinent argument.</td>
<td>Outstanding argument in terms of clarity, persuasiveness, and pertinence</td>
</tr>
</tbody>
</table>

Category: Understanding of Core Knowledge, Vocabulary and Concepts in the Discipline

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Not Proficient</th>
<th>Proficient</th>
<th>Very Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core knowledge</td>
<td>Does not demonstrate core knowledge of the discipline.</td>
<td>Demonstrates core knowledge of the discipline.</td>
<td>Demonstrates outstanding knowledge of the discipline.</td>
</tr>
</tbody>
</table>
Contract/Proposal: English MA Capstone Project
Contract / Proposal due by week 13 of the long semester before Capstone course

Name of Student:
Working Title of Capstone Project:
Faculty of Record:
Designated Capstone Course Number (include semester taken) *:
Expected Completion of Program Date:

Please answer the following questions as fully as possible and attach to this contract.

Description of project: Describe the problem / issues the project addresses, including the context and rationale for the project. Is this a new project or a revision?

Purpose of Project: Explain your purpose for developing this project. Some examples: publication; refinement of skills for a particular profession; expansion of knowledge in a particular subfield of English studies for PhD work.

Synthesizing past knowledge: Please list past courses you have taken and the learning and readings from them that you will draw from for your exit project.

Exit Course: How does the identified course connect to your exit project? What texts on the reading list or assignments will be useful for the completion of your exit project?

Final Product and Performance/Presentation: 1) Describe the form of your final project (examples: 20-page essay, grant proposal, technical writing project); 2) describe the performance/presentation component of project (presentation at graduate conference, 45-minute teaching lesson in classroom, demonstration to English faculty, college, or community).

Student Date: ____________________________ Date: ____________
Faculty of Record Date: ____________________________ Date: ____________
Graduate Coordinator Date: ____________________________ Date: ____________

* The following may not serve as capstone courses: ENGL 5392, ENGL 5375, ENGL 5396, ENGL 5667
Student Checklist

Core 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

Capstone Requirement

____ Course and Professor of record confirmed (during semester preceding course)
____ Draft of contract submitted to Professor for approval
____ Completed contract submitted to Graduate Coordinator (by wk 13 of long semester before course is offered)
____ Notification of approval by Graduate Committee
____ Successful Completion of Capstone course (ideally semester before exams)

Written Comprehensive Exam

____ Exam Director in place
____ Reading List and rationale submitted to Graduate Coordinator (no later than wk 13 of semester preceding exam)
____ List and rationale approved by Graduate Committee
____ Registered for exam
____ Portfolio submitted to Writing Studies Coordinator 4 weeks before exam (for students taking exam in Writing Studies)
____ Successful completion of Written Comprehensive Exam (final long semester of program)

Graduation

____ Register for graduation on SAIL; diploma ordered
____ Completed degree plan signed by respective faculty
____ Confirmation with Rachelle Stanley that degree plan is complete and filed
____ Regalia ordered through bookstore