MA Program in English Review
Prairie View A&M University

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Feb 11, 2009

Dear Deans Kelley and Parker:

It is our pleasure to update you on our efforts to enhance and augment our Master’s Program in English. Our Master’s Program in English has been in existence for approximately five years and currently comprises 13 courses, 7 dedicated to literature and 8 divided among writing (4), grammar and rhetoric (2), and pedagogy and research (2). Our program currently enjoys a modest student enrollment. In order to ascertain the state of our Masters Program in English and how it compared to similar programs, a study was undertaken, assessing several colleges and universities within and without the A&M system. Our study was made according to very specific parameters ensuring that we only measured institutions similar to Prairie View A&M and whose English programs were not too different from ours (i.e. programs with a Ph.D. track were excluded). Comprising 9 universities and colleges, our study indicated that the Master’s Program in English at Prairie View A&M needed certain basic core courses whose presence would position our program in three key ways:

1. Modernize and update the MA English curriculum to achieve parity with other MA English programs on the state and national level.

2. Sufficiently prepare MA English candidates for entry into a Ph.D. program at another university by offering essential courses in literature and the study of composition and rhetoric.

3. Increase the program’s competitiveness and attractiveness to potential candidates thereby enhancing student recruitment and retention.

This study was presented by the Curriculum Committee to the entire English faculty on a full-day assessment retreat where it formed the basis of a discussion that assessed the MA Program in English. (The minutes of that meeting, as well as the voting records, are included in this packet.) The changes the Curriculum Committee are proposing address a wide-ranging revision of the MA Program. They also address the fact that we have lost some of our own undergraduates over the years to MA English programs at other universities because we simply did not have the courses to which they were attracted. The highlights of the changes include:

1. Revisions to the main Graduate Degree Plan, as well as offering a second track aimed at students who might simply pursue the MA in English for personal enrichment purposes, thus conceivably broadening our scope of recruitment. Both plans now directly address student preparedness should the student decide to apply to a Ph.D. program in the future.

2. 10 course additions that range from basic surveys in literature absent from the current curriculum but which form the basis of most MA and all Ph.D. degrees in English to specialized courses such as the study of Rhetoric, thereby well-positioning ourselves to respond to a field of study increasingly in high demand at colleges and universities.

The new MA English program would be unique in a number of ways. It would be the only program in the Northeast corridor of Houston to offer an MA in English with a concentration in composition and rhetoric. Furthermore, our program will be distinguished as the only MA English program that offers a comprehensive preparation for a Ph.D. in English. (While TSU offers an MA in English, its program is far leaner in its outlook; it offers no classes in composition and rhetoric and does not allow for specialized courses in areas beyond rudimentary surveys. We are able, for example, to offer a course in Film Studies which none of the programs surveyed addresses.) Our program would be the first in the area designed with flexibility in mind so as to immediately meet student academic needs as well as prevailing trends in the study of literature and rhetoric at colleges and universities.

As part of our modernization efforts, our proposed MA English program also aims to infuse technology in as many courses as possible and applicable. Our existing course in Technical Writing would naturally lend itself to such
exposure. Our proposed course in Studies in Teaching English would also be an ideal candidate in which to explore how technological advances have a direct pedagogical impact.

We would like to clarify that changes we are proposing for the MA English program will not require any additional faculty hires to implement. Indeed, the program enhancements will only more fully exploit the expertise of our current faculty. Included in our course rotation is a provisional list of faculty who can teach the MA curriculum.

The Curriculum Committee believes that if these changes are approved, the MA Program in English at Prairie View A&M will be an exemplar to similar programs at area colleges and universities. We will have a program of the first class. With appropriate marketing, we should see an increase in student recruitment and retention. We hope you look favorably upon our proposals and lend your formidable support at the Graduate Council.

Sincerely,

Dejun Liu, Ph.D., Department Head, LCOM

Antonio Joseph, Ph.D., Co-chair Curriculum Committee

James Palmer, Ph.D., Co-chair Curriculum Committee
# Summary of Change Requests

**Department of Languages and Communications**
**College of Arts and Sciences**
**Prairie View A&M University**

**Date:** January 22, 2009  
**Graduate Council**

<table>
<thead>
<tr>
<th>Change Request by Category</th>
<th>Rationale or Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Degree Plan Changes</strong></td>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>Graduate Degree Plan Changes: See attached proposed and current degree plans for changes. M.A. Degree with thesis option remains 33 SCH; M.A. Degree with non-thesis option and exam requirement is at 36 SCH.</td>
<td>Degree Plan changes are needed in order to support proposed courses which ensure that MA candidates in English graduate with a broad and advanced knowledge of language, rhetoric, and literature, including American and British literature, cultural and world literatures, the study of rhetoric, critical and theoretical approaches to a wide range of literature, and preparatory experience for teaching at lower-level English courses at the college and university level. The new degree plans better address students who are pursuing an M.A. for personal enrichment as well as those prepare students for admission into a Ph.D. program.</td>
</tr>
<tr>
<td><strong>II. Other Changes: Content</strong></td>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>Plan 1: This degree plan replaces current degree plan and reflects proposed curriculum changes with areas of specialization and elective. The new degree plan also reflects the updated core courses (12 SCH).</td>
<td>Plan sufficiently prepares candidates for teaching lower-level English courses and Ph.D. admission, simultaneously allowing students to tailor courses to their needs and interests. Both thesis and non-thesis candidates will complete an exit exam, which has not changed.</td>
</tr>
<tr>
<td><strong>III. Addition</strong></td>
<td><strong>Rationale</strong></td>
</tr>
<tr>
<td>Plan 2: This degree plan reflects proposed curriculum changes. The new degree plan reflects updated core courses, a reduced core requirement (6 SCH), offering candidates greater flexibility.</td>
<td>Plan is designed for candidates pursuing an MA for personal enrichment. However, minimal core requirements enable candidate to meet the minimum preparatory standards for Ph.D. admission. Candidates will complete an exit exam.</td>
</tr>
</tbody>
</table>

**Summary**

- Total Changes: 1
- Total Additions: 1
- Net Gain/Loss: +1

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**Department Head, Lang. and Comm.** 1/20/09  
**Co-chair, English Curriculum Committee** 1/20/09

**Dean, College of Arts and Sciences** 1/20/09  
**Co-chair, English Curriculum Committee** 1/20/09
### Summary of Change Requests

**Department of Languages and Communications**  
College of Arts and Sciences  
Prairie View A&M University

**Date:** January 22, 2009  
Graduate Council

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<thead>
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<tbody>
<tr>
<td><strong>I. Additions</strong></td>
<td></td>
</tr>
<tr>
<td>ENGL 5513. American Literature, 1620-1865</td>
<td>Current MA candidates not exposed to American literature of this period. Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for broader exposure in American literature.</td>
</tr>
<tr>
<td>ENGL 5523. American Literature, 1865-present</td>
<td>Current MA candidates not exposed to American literature of this period. Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for broader exposure in American literature.</td>
</tr>
<tr>
<td>ENGL 5533. Seminar in American Literature</td>
<td>Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for greater depth in American literature.</td>
</tr>
<tr>
<td>ENGL 5543. British Literature, 1650-present</td>
<td>Current MA candidates not exposed to British literature of this period. Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for broader exposure in British literature.</td>
</tr>
<tr>
<td>ENGL 5553. Seminar in British Literature</td>
<td>Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for greater depth in British literature.</td>
</tr>
<tr>
<td>ENGL 5563. Seminar in Comparative Literature</td>
<td>Current MA candidates not exposed to Comparative Literature. Course addition enhances curriculum through its focus on world literatures. Course allows for exploration of current discussions and scholarship in Comparative literature.</td>
</tr>
<tr>
<td>ENGL 5573. Seminar in Rhetoric</td>
<td>Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for exposure to current discussions and scholarship in the study of Rhetoric.</td>
</tr>
<tr>
<td>ENGL 5583. Survey in Composition Theories</td>
<td>Current MA candidates not exposed to Composition theories. Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for an introduction to current discussions and scholarship in the study of Composition theories.</td>
</tr>
<tr>
<td>ENGL 5593. Studies in Narrative</td>
<td>Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for broader exposure to and greater depth in the study of narrative.</td>
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<tr>
<td>ENGL 5613. Special Topics</td>
<td>Course addition enhances curriculum by allowing critical examination of a topic in English studies. Course enables the program to respond to future trends in English and allows for intensive exposure to and greater depth in a general area of study that may not be fully represented in the current curriculum.</td>
</tr>
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**II. Deletions**

<table>
<thead>
<tr>
<th>ENGL 5213. A Study of the Short Story</th>
</tr>
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<tbody>
<tr>
<td>ENGL 5263. Seminar In Masterpieces of Literature</td>
</tr>
<tr>
<td>ENGL 5333. Film/Scriptwriting</td>
</tr>
<tr>
<td>ENGL 5433. Twentieth Century American Literature</td>
</tr>
</tbody>
</table>

**Rationale**

Readings and study replicated with more coherence and efficiency in another existing or proposed course. For example: ENGL 5333 Film/Scriptwriting, may also be offered under existing ENGL 5343: Genres in Creative Writing.

**III. Other Changes: Title and/or Content**

<table>
<thead>
<tr>
<th>ENGL 5053. Studies in Teaching English</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5313. Literary Theory &amp; Criticism</td>
</tr>
<tr>
<td>ENGL 5123. Research Methods</td>
</tr>
</tbody>
</table>

**Rationale**

Revised descriptions clarify current instruction content and help fulfill the MA program's goals and outcomes. Removal of prerequisites ensures that students are exposed to literary theory, research methods, and pedagogy earlier in their graduate career, ensuring more successful study in subsequent courses. These courses are also core requirements and are best taken early if possible.

**Summary**

<table>
<thead>
<tr>
<th>Total Deletions: 4</th>
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<tbody>
<tr>
<td>Total Additions: 10</td>
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<tr>
<td>Total Title &amp; Description Changes: 3</td>
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<tr>
<td>Net Gain/Loss: +6</td>
<td>+18</td>
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</tbody>
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<table>
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<tr>
<th>SCH</th>
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<tr>
<td>12</td>
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<td>30</td>
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<tr>
<td>9</td>
</tr>
<tr>
<td>+18</td>
</tr>
</tbody>
</table>

**Date**

- **Department Head, Lang. and Comm.**: 1/20/09
- **Co-Chair, English Curriculum Committee**: 1/20/09
- **Dean, College of Arts and Sciences**: 1/20/09
Proposed Three-Year Course Rotation: */**

**Fall 2009**
ENGL 5113 Linguistics and Grammar (core)
Instructor: Chatha
ENGL 5543 British Literature, 1650-Present
Instructor: Wakefield
ENGL 5533 Seminar in American Literature
Instructor: Hooper

**Spring 2010**
ENGL 5123 Research Methods (core)
Instructor: Marzette
ENGL 5513 American Literature, 1620-1865
Instructor: Hooper
ENGL 5553 Seminar in British Literature
Instructor: Mathison

**Summer 2010**
ENGL 5583 Survey of Composition Theories
Instructor: Scott
ENGL 5323 Introduction to Creative Writing
Instructor: Kirschten

**Fall 2010**
ENGL 5313 Literary Theory and Criticism (core)
Instructor: Wakefield
ENGL 5593 Studies in Narrative
Instructor: Casimir
ENGL 5243 Shakespeare and Renaissance Lit
Instructor: Jocson

**Spring 2011**
ENGL 5053 Studies in Teaching English (core)
Instructor: Scott
ENGL 5563 Seminar in Comparative Literature
Instructor: Palmer
ENGL 5523 American Literature, 1865-Present
Instructor: Marzette

**Summer 2011**
ENGL 5633 Principles of Technical Writing
Instructor: Chatha
ENGL 5343 Genres in Creative Writing
Instructor: Jocson

**Fall 2011**
ENGL 5113 Linguistics and Grammar (core)
Instructor: Chatha
ENGL 5273 Chaucer and Medieval Literature
Instructor: Palmer
ENGL 5573 Seminar in Rhetoric
Instructor: Scott

**Spring 2012**
ENGL 5123 Research Methods (core)
Instructor: Palmer
ENGL 5613 Special Topics
Instructor: Casimir
ENGL 5343 Genres in Creative Writing
Instructor: Kirschten

*Rotation is subject to change.
**No additional funding is required for proposed curricular changes. Department currently offers three graduate courses per semester. Changes will help attract more students and fewer small courses will result.
Proposed Faculty Course Assignments

The proposed changes to the MA English program will not require additional faculty to implement. Below is a list of faculty who are qualified to teach the existing and proposed courses.

New
American Literature, 1620-1865 – Jocson, Hooper, Mathison
American Literature, 1865-present – Hooper, Mathison, Marzette
British Literature, 1650-present – Wakefield, Mathison
Seminar in British Literature – Wakefield, Mathison
Seminar in Comparative Literature – Palmer, Jocson, Mathison, Casimir
Seminar in Rhetoric – Scott, Wakefield, Palmer
Special Topics – Full Faculty
Studies in Narrative – Full Faculty
Survey in Composition Theories – Scott, Wakefield, Palmer

Existing
African American Literature – Marzette, Hooper, Casimir
Chaucer & Medieval Literature – Palmer
Genres In Creative Writing – Kirschten, Casimir, Jocson
Independent Study – Full Faculty
Linguistics & Grammar – Chatha, Jocson, Palmer, Wakefield
Literary Theory & Criticism – Jocson, Palmer
Principles In Technical Writing – Chatha, Kirschten
Research Methods – Chatha, Wakefield, Palmer
Seminar In Thesis Writing – Chatha, Wakefield, Palmer
Shakespeare & Renaissance Literature – Jocson, Palmer, Chatha
Studies In Teaching English – Scott, Wakefield, Chatha, Palmer
Department of Languages and Communications

ADMINISTRATIVE OFFICER

Dejun Liu, Department Head

FACULTY

Dilijit K. Chatha, English
Yumi Mathison, English
Antonio Joson, English
Robert Kirschten, English
Delinda Marzette, English
James Palmer, English
Tonya Scott, English
E. Joanne Thomas-Smith, English and Education
Sarah Wakefield, English

PURPOSE AND GOALS

Graduate study in English leads to the Master of Arts degree. Courses enhance students' ability to critically interpret culturally diverse texts and to demonstrate sophisticated knowledge of theoretical approaches to analyses of language, literature, and composition. Students are trained in scholarly research and to analyze historical, social, cultural, and technological influences on language, literature, and pedagogy. The graduate program prepares students who aspire to teach at the higher secondary and/or lower levels of college English, or to pursue careers in the public and private sectors.

ADMISSION REQUIREMENTS

For admission to the program, a student should present a minimum of 18 semester hours of undergraduate English coursework and a minimum grade of "B" in that work. Prerequisite courses not taken at the undergraduate level, such as the History of the English Language, must be taken before the student advances beyond 12 semester hours of graduate coursework.

Action on admission to candidacy for a Master of Arts degree in English will be taken after the student has been in residence for at least one semester or summer session, earned at least 12 semester hours of graduate course credits, and maintained a "B" average or better. The graduate student admitted to full degree status does not automatically become a candidate for the master's degree.

The student failing to meet the above requirements will be continued on probation for a second semester. In the event the requirements for candidacy remain unmet, it will be understood that no further graduate credits earned by the student will be applicable to a master's degree.

MASTER OF ARTS IN ENGLISH DEGREE PROGRAM

Of the semester hours required for graduation with the M.A. in English, 27 must be taken at this university. Students may select from a thesis (33 SCH) or non-thesis (36 SCH) degree plan. In consultation with their graduate advisor, students select courses in Language, Literature, Creative Writing, and/or Technical Communication to satisfy core and elective requirements. In the final semester of their studies, students must pass a comprehensive examination.

MA in English COMPREHENSIVE EXAM

A student who applies for candidacy to the M.A. English degree is expected to pass a comprehensive examination at the close of their studies based on works
of literature, composition, and literary theory. The student is expected to prove to examiners that s/he can conduct independent study and advanced research in language and literature.

The examination will be conducted by a committee of three senior English professors from the Department of Languages and Communications. The exam requires students to demonstrate understanding of texts from major periods in the history of British, American, and world literatures, draw parallels and demonstrate differences among literatures, support claims with textual evidence, and use standard terminology and appropriate theoretical applications. It will also demonstrate the student’s ability to conduct scholarly research and to document sources appropriately using the MLA style. The exam will consist of two parts: 1) the submission of a fully revised (highly polished) seminar paper of at least fifteen pages originally written for a course in the M.A. program; and 2) a one- to two-hour oral exam based on a reading list devised by the department and the student. The student should be prepared to discuss the revised seminar paper with the examination committee at the oral exam. Two of the three examiners must assign a passing grade. Otherwise, the examinee will be asked to retake the examination at a later date. Failure the second time will cause dismissal from the degree program.

The reading consists of fifteen works selected by faculty and three texts added by the student in an area chosen as a specialization or area of interest. Students receive the list when they enter the program. To prepare for the exam students should take courses in as many periods as possible, but should supplement course work with additional preparation on their own. Students should consult the M.A. Exam reading list, faculty, and useful reference works in language and literature to prepare for the exam. Students apply in the department for the comprehensive examination after earning 24 SCH toward the degree.

**MA in English THESIS option and Thesis defense**

The MA Thesis Option allows students to prepare a major writing project in an area selected by the student in consultation with faculty. Students demonstrate the ability to conduct advanced academic research and scholarly writing, while receiving guidance from three senior members of the department. Students selecting the thesis option must write a formal request for a thesis advisor and committee using the thesis advisor form available from the Graduate Director. Upon approval, the student enrolls in ENGL 5133 Seminar in Thesis Writing. After completion of the thesis, generally between 70-100 pages, the student undergoes an oral thesis defense. The candidate will present an overview of the project and answer any questions posed by the committee in a defense generally lasting one to two hours. Upon successful completion of the defense, the student makes any necessary changes to the thesis and submits the final and properly formatted version to the graduate office. Students selecting the thesis option do not take the comprehensive examination.

**MA in English DEGREE PROGRAM**

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>SCH</th>
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<tbody>
<tr>
<td>ENGL 5113: Linguistics and Grammar</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5123: Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5273: Chaucer &amp; Medieval Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5313: Literary Theory &amp; Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5403: African American Literature</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5433: 20th Century American Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

Required 18 SCH

**English Electives**

For the **NON-THESIS option**, select six courses from:

<table>
<thead>
<tr>
<th>Course</th>
<th>SCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 5033: Studies in Teaching English</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 5213: A Study of the Short Story</td>
<td>3</td>
</tr>
</tbody>
</table>
ENGL 5243: Shakespeare & Renaissance Literature
ENGL 5263: Seminar in Masterpieces of Literature
ENGL 5323: Introduction to Creative Writing
ENGL 5333: Film/Scriptwriting
ENGL 5343: Genres in Creative Writing
ENGL 5633: Principles of Technical Writing
ENGL 5993: Independent Study

English Electives...........................................................................12 SCH

For the THESIS option, select four courses from:
ENGL 5053: Studies in Teaching English
ENGL 5213: A Study of the Short Story
ENGL 5243: Shakespeare & Renaissance Literature
ENGL 5263: Seminar in Masterpieces of Literature
ENGL 5323: Introduction to Creative Writing
ENGL 5333: Film/Scriptwriting
ENGL 5343: Genres in Creative Writing
ENGL 5633: Principles of Technical Writing

ENGL 5993: Independent Study

Thesis Option...............................................................................3 SCH

Students pursuing the thesis option must take:
ENGL 5133: Seminar in Thesis Writing

If a concentration in Technical Communication is desired, two 5000-level Communications courses may be used to satisfy 6 SCH of the English Electives. Select two from the following:
COMM 5203: Introduction to Web Design
COMM 5323: Desktop Publishing
COMM 5413: Multimedia Authoring
ENGLISH MA Mission Statement

Graduate study in English leads to the Master of Arts degree. Courses enhance students' ability to critically interpret culturally diverse texts and to demonstrate sophisticated knowledge of theoretical approaches to language, literature, and composition. Students are trained in scholarly research to analyze texts in their historical, social, and cultural contexts. In addition to providing opportunities for personal, intellectual enrichment, the graduate program prepares students who aspire to teach at the advanced secondary and college levels, pursue a PhD, or work in careers outside of the academy.
An analysis of the Masters Program at PVAMU was undertaken in order to gauge its competitiveness and the health of its current curriculum particularly within the Texas A&M system. Such periodic assessments are necessary in order for any program to remain current, competitive, and relevant. The following report describes the analysis, critiques, and offers suggestions for improvement where applicable.

Search Criteria
In order to ascertain the health of PVAMU's Masters Program in English this analysis was undertaken, assessing several institutions within and without the A&M system. These institutions were chosen based on the coherence and strengths of their MA programs; institutions offering a Ph.D. in English were not part of this survey. We examined universities of a size comparable to that of PVAMU and that drew from and served specific regional areas. We looked at institutions of a similar or lower enrollment. We did not factor in universities with nascent MA programs but rather those with established programs that already had a clear history of success. We surveyed seven (6) universities in Texas, four of which are part of the A&M system; all save one are public institutions. Finally, we looked at three non-Texas universities. We sought to compare our program with that of other more established and successful programs in order to identify any deficiencies and clarify our focus. The results of the survey are tabulated in a spreadsheet included with this attachment.

General Analysis
Our MA Program has 16 courses that address mainly literature and creative writing. The survey indicates that we are the only program to offer courses in Creative Writing – Film and African American literature, and the only program among the A&M institutions surveyed that offers graduate courses in creative writing. Theoretically, this makes us well-positioned to establish an MFA in Creative Writing, except that we are not currently equipped to do so. We are also the only university apart from A&M Corpus Christi to offer a course in Technical Writing. Of these 16 courses, 11 are in literature and theory (or non-writing fields), while the remaining 5 deal specifically with writing; only seven of our courses deal specifically with literature. This compares unfavorably with all the other programs surveyed, the best of which offer twice more courses than we do, especially in the field of literature, in comparison to other universities, literature courses is not enough to establish a viable MA program in English literature, for it leaves too much territory unaddressed. The limitations of the MA Program at PVAMU can be traced to three key issues: our Mission Statement, Curriculum, and Degree Plan. The MA Program in English at PVAMU is uncompetitive and must be reconsidered in order for its long-term viability, credibility, and intellectual attractiveness.

ISSUE 1: Mission Statement

Our mission statement indicates that our "graduate program prepares students who aspire to teach at the higher secondary and/or lower levels of college English, or to pursue careers in the public and private sectors." This mission indicates a certain crucial shortfalls in our course offerings in two particular ways:

Analysis
• Our mission does not allow for the possibility that some of our candidates may want to pursue a Ph.D. in English, and if that is the case, our program as it is does not address the preparation needed for a Ph.D., and in so doing, we discount students – many of whom are our own undergraduates – who seek or plan to seek an advanced degree in English. A longer, more expansive view in the mission statement would directly demand the presence of certain courses not offered in our current curriculum. Conclusion: We need to address the preparation of a Ph.D.

• The phrase "to pursue careers in the public and private sectors" is vague and as such compromises a coherent curriculum that speaks to a specific goal. At the very least, we need to more clearly delineate to which areas of the public and private sectors our curriculum is
speaking so that our students might be prepared academically by course offerings. 
Conclusion: We need to eliminate and/or clarify this phrase.

- The Mission Statement does not acknowledge those candidates who may simply want to 
further their learning and reading for reasons that have less to do with career placement or 
advancement than the simple pleasure of personal enrichment. Admittedly, this is not a factor 
in most missions statements surveyed, but it stands out when it does, as in the UMass Boston's 
Mission Statement. The appeal to the personal, as a marketing tool, is compelling and 
attractive and allows for the establishment of more creative and specialized courses. 
Conclusion: We should consider addressing personal enrichment.

**Summary:** Our current Mission Statement is limited and limiting and would benefit 
with greater clarity and specificity. We need to establish a clear and coherent 
vision for the MA program that acknowledges short-term and long-term candidate 
goals as well as candidates who enter a program for personal enrichment.

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**ISSUE 2: Curriculum**

Our current curriculum is composed of 16 courses and offers them in three main areas: Group 1, 
which includes all literature courses (7); Group 2, which includes all Pedagogy and Composition 
courses (7); and Group 3, which is devoted to Thesis Hours and Independent Study (2). There are 
several ways to assess this data; please refer to the complete course offerings below.

**Current Program - 16 Courses**

**GROUP 1**

- Literature and Theory Courses (7)
  - 20th Century American Literature
  - A Study of the Short Story
  - African American Literature
  - Chaucer & Medieval Literature
  - Literary Theory & Criticism
  - Seminar in Masterpieces of Literature
  - Shakespeare & Renaissance Literature

**GROUP 2**

- Pedagogy (3)
  - Linguistics and Grammar
  - Research Methods
  - Studies in Teaching English
  - Composition Courses (4)
    - Film & Screenwriting
    - Genres in Creative Writing
    - Introduction to Creative Writing
    - Principles of Technical Writing

**GROUP 3**

- Thesis (2)
  - Independent Study
  - Thesis Hours

**Standard Courses in other MA programs surveyed; these courses are not present in the PVAMU MA 
In English.**

- American I Survey
- American II Survey
- British Literature
- Composition & Rhetoric
- Composition & Rhetoric Theory
- Creative Writing - Non-Fiction
- Drama
Epic Literature
Internship/Teaching Practicum
Literary Genres
Regional Literature
Special Topics
World/Post-Colonial Literature

General Analysis
Our MA Program course offerings are evenly split between Literature and Pedagogy and Composition, but in either case we lack certain courses that directly contribute to a comprehensive preparation of either concentration.

Analysis: Literature
Our literature courses are an odd mix of the general and the specific and notable for certain gaps in the offerings. While there are three courses common to all MA programs — Shakespeare, Medieval, and Literary Theory — we lack general survey courses that would address the basic foundational knowledge needed for a Master's degree, let alone the adequacy demanded to pursue a Ph.D. in Literature. For example, our curriculum lacks basic area surveys of literature that would dovetail with readings in upper-level undergraduate surveys. We also lack courses in Comparative and World literatures. While certain of these deficiencies may be addressed in courses with an indeterminate focus, such as the Seminar in Masterpieces of Literature, omissions persist; moreover, it would be inadequate to re-task Masterpieces of Literature as a survey. Secondly, our literature courses have an odd specificity whose logic is not clear in the context of the current curriculum. Specifically, our courses in 20th Century Literature, African American Literature, and the Study of the Short Story. As electives, these courses do not offer the candidate to opportunity to construct a clear focus in the degree.

Conclusion: We lack basic surveys of American literature that would dovetail with readings in upper-level undergraduate surveys. We also lack a British survey of the same nature. We lack courses in Comparative Literature, World or Post-Colonial Literature, Adolescent Literature, and Environmental Literature that are part of leading undergraduate curricula nationwide. Furthermore, we need to shore up our electives with courses that offer coherence and perspective.

Analysis: Rhetoric and Composition
The preponderance of Writing, Creative Writing, and composition-oriented courses suggest that our program is designed to prepare candidates to teach composition or creative writing at higher secondary and/or lower levels of college English. This in turn suggests that we are unintentionally offering a track in Rhetoric and Composition or laying the groundwork for an MFA. Regarding the former, our course offerings are incomplete and inadequate for such a track — we do not offer a course in Rhetoric and Composition Theory; we also lack dedicated courses in Psycho-, Socio-, and General Linguistics, as well as a course in Style and Stylistics, the History and Theory or Rhetoric and or Language. All these courses are key to creating a special track in Rhetoric and Composition. Attendant to this is a shortage of current faculty who have the necessary expertise to teach this range of courses, nor are we likely to be able to supplement staffing needs in this direction in the near-term.

Conclusion: We are unprepared to offer a track in Rhetoric and Composition in terms of near- and long-term staffing. Our extant composition offerings aimed at the candidate who aims to teach composition at higher secondary and/or lower levels of college English is similarly thin. We need to augment our offerings with courses in at least Composition and Rhetorical Theory and a Teaching Practicum or internship — as distinct from a paid Teaching Assistantship.

Analysis: MFA
The preponderance of Creative Writing courses suggests a preparation for an MFA in Creative Writing. We are not prepared to offer an MFA at this time as there is a shortage of current faculty who have the necessary expertise to teach this range of courses, nor are we likely to be able to supplement staffing needs in this direction in the near-term.
Conclusion: It is not clear what purpose the Creative Writing courses serve, especially as they are not complemented by corresponding non-creative writing courses in Forms or Genre.

Summary: We need to draft a series of new courses to complement and augment our existing offerings in keeping with a revised Mission Statement and to ensure competitiveness with other MA programs. Our courses need to reflect a comprehensive and basic knowledge base from which the MA candidate can successfully teach at higher secondary and/or lower levels of college English. We should also focus on a single track in Literature as that fully exploits the current staffing make-up of the faculty.

ISSUE 3: Degree Plan

Our current degree plan is divided into three main categories, excluding the Thesis Option. Each category encompasses between 6 and 9 courses from which to choose, theoretically, allows the candidate a fair amount of flexibility in constructing their degree. Please refer to the current degree plan below.

Required Core.......................................................... 18 SCH
20th Century American Literature
African American Literature
Chaucer & Medieval Literature
Linguistics & Grammar
Literary Theory & Criticism
Research Methods

Electives (Non-Thesis).............................................. 18 SCH
A Study of the Short Story
Film & Scriptwriting
Genres in Creative Writing
Independent Study
Introduction to Creative Writing
Principles of Technical Writing
Seminar in Masterpieces of Literature
Shakespeare & Renaissance Literature
Studies in Teaching English

Electives (Thesis)..................................................... 12 SCH
A Study of the Short Story
Film & Scriptwriting
Genres in Creative Writing
Introduction to Creative Writing
Principles of Technical Writing
Seminar in Masterpieces of Literature
Shakespeare & Renaissance Literature
Studies in Teaching English

Thesis Option.......................................................... 3 SCH
Seminar in Thesis Writing

Analysis
Our current degree plan gives the candidate too much latitude in constructing their MA, and thus they may be insufficiently prepared to teach composition at higher secondary and/or lower levels of college English and pursue a Ph.D. in English. While it is right that we mandate course like Literary Theory and Criticism, the reasoning behind electing African American Literature as part of the Core over Shakespeare or Studies in Teaching English is opaque and seemingly arbitrary. Furthermore, nearly half (4 out of 5) of the non-thesis electives—and exactly half in the thesis electives—are
creative writing courses. Our program, perhaps without intending to do so, has actually created a specialty in creative writing. Finally, there are no courses in the degree plan that suggests the imperative of a more even-handed and general nature. Conclusion: Our degree plan does not position our candidates to be effective teachers with a general knowledge of English Literature or Rhetoric and Composition.

Summary: Our degree plan needs to offer the candidate more direction in the general teaching of English while at the same time enabling him or her to lay the foundations that will position them for successful entry into a Ph.D. program at another university should they desire. Our core should be reconsidered. We need to revise the degree plan in terms of its core, structure, and course offerings.

CONCLUSION

The PVAMU MA in English is a limited program with no particular focus or coherence and as such remains uncompetitive with regional and national MA programs in English. The MA program, through its Mission Statement, needs to acknowledge candidates who may choose to pursue a Ph.D. in the future, and whose needs we can address through changes in the curriculum. We need to augment our existing curriculum with courses that will establish in our candidates a comprehensive and coherent basic knowledge of English literature and/or the English language. Furthermore, we need to establish a short and long-term vision for our program and design a plan that ensures its attractiveness and continued growth and sustainability.
SUGGESTED COURSES AND ALTERNATE DEGREE PLANS

The attached spreadsheet summarizes the results from the completed survey. Based on these results, this report will suggest courses we should consider developing in order to remain competitive and relevant. Alternate degree plans are also suggested.

Courses established in other MA programs that are NOT represented at PVAMU
American I Survey – 1620 - 1865
American II Survey – 1865 - Present
British Literature Survey – Chaucer – 1789 - Present
Comparative Literature
Composition & Rhetoric
Composition & Rhetoric Theory
Epic/Classical Literature
Internship or Teaching Practicum
Literary Genres
Regional Literature
Special Topics
World/Post-Colonial Literature

Courses established in other MA programs
20th Century American Literature
A Study of the Short Story
African American Literature
Chaucer & Medieval Literature
Film & Screenwriting
Genres in Creative Writing
Independent Study
Introduction to Creative Writing
Linguistics & Grammar
Literary Theory & Criticism
Principles of Technical Writing
Research Methods
Seminar in Masterpieces of Literature
Seminar in Thesis Writing
Shakespeare & Renaissance Literature
Studies in Teaching English

Courses not established in other MA programs
African American Literature
### SAMPLE Degree Plan No. 1
**33 Thesis / 36: Non-Thesis**

**FIXED PLAN A**
Plan ensures maximum course coverage for candidates; adequately prepares candidates for teaching at the lower-level university English and Ph.D. admission.

**GROUP A: Core**
- 21 SCH
  - Chose one from each area.
  - **Area 1**
    - Literary Theory & Criticism
    - Linguistics & Grammar
  - **Area 2**
    - Shakespeare & Renaissance Literature
    - Chaucer & Medieval Literature
  - **Area 3**
    - American We Survey – 1620 – 1865
    - American It Survey – 1865 - Present
  - **Area 4**
    - Comparative Literature
    - British Literature Survey
  - **Area 5**
    - Composition & Rhetoric
    - Research Methods
  - **Area 6**
    - Internship or Teaching Practicum
    - Studies in Teaching English

**GROUP B: Electives**
- 12-15 SCH
  - Chose one from each area.
  - **Area 1**
    - 20th Century American Literature
    - Epic/Classical Literature
    - Composition & Rhetoric Theory
  - **Area 2**
    - Regional Literature
    - A Study of the Short Story
    - Principles of Technical Writing
  - **Area 3**
    - African American Literature
    - Genres in Creative Writing
    - Introduction to Creative Writing
  - **Area 4**
    - World/Post-Colonial Literature
    - Literary Genres
    - Film & Scriptwriting
  - **Area 5**
    - Special Topics
    - Seminar in Masterpieces of Literature
    - Independent Study

**GROUP C: Thesis**
- 3 SCH
  - Seminar in Thesis Writing

### SAMPLE Degree Plan No. 2
**33 Thesis / 36: Non-Thesis**

**FIXED PLAN B**
Plan allows for flexibility in core. Allows candidates to tailor part of the core to their needs and interests.

**GROUP A: Core 1**
- 18 SCH
  - Chose one from each area.
  - **Area 1**
    - Literary Theory & Criticism
    - Linguistics & Grammar
  - **Area 2**
    - Comparative Literature
    - American We Survey – 1620 – 1865
    - Shakespeare & Renaissance Literature
  - **Area 3**
    - American It Survey – 1865 - Present
    - British Literature Survey
    - Chaucer & Medieval Literature

**GROUP B: Core 2**
- 6 SCH
  - Chose one from each area.
  - **Area 1**
    - Composition & Rhetoric
    - Research Methods
  - **Area 2**
    - Internship or Teaching Practicum
    - Studies in Teaching English

**GROUP C: Electives**
- 6-12 SCH
  - Chose from up to any 3 areas.
  - **Area 1**
    - 20th Century American Literature
    - Composition & Rhetoric Theory
    - Epic/Classical Literature
    - Introduction to Creative Writing
  - **Area 2**
    - A Study of the Short Story
    - Film & Scriptwriting
    - Principles of Technical Writing
    - Regional Literature
  - **Area 3**
    - African American Literature
    - Genres in Creative Writing
    - Literary Genres
    - World/Post-Colonial Literature
  - **Area 4**
    - Special Topics
    - Seminar in Masterpieces of Literature
    - Independent Study

**GROUP C: Thesis**
- 3 SCH
  - Seminar in Thesis Writing
SAMPLE Degree Plan No. 3
33 Thesis / 36: Non-Thesis

FLEX PLAN
Allows for rigor in core but flexibility in electives; plan also allows for candidate focus in Creative Writing.

GROUP A: Rhetoric & Theory Core.... 12 SCH
Area 1.............................................................. 6
- Literary Theory & Criticism
- Linguistics & Grammar
Area 2.............................................................. 3
- Research Methods
- Composition & Rhetoric
Area 3.............................................................. 3
- Internship or Teaching Practicum
- Studies in Teaching English

GROUP B: Literature Core ......... 9 SCH
Area 1.............................................................. 3
- Comparative Literature
- Shakespeare & Renaissance Literature
Area 2.............................................................. 3
- American We Survey - 1620 - 1865
- Chaucer & Medieval Literature
Area 3.............................................................. 3
- American II Survey - 1865 - Present
- British Literature Survey

GROUP C: Lit: Electives ........... 6-9 SCH
Area 1.............................................................. 3
- 20th Century American Literature
- Composition & Rhetoric Theory
- Epic/Classical Literature
- Literary Genres
Area 2.............................................................. 3
- A Study of the Short Story
- African American Literature
- Regional Literature
- World/Post-Colonial Literature
Area 3.............................................................. 3
- Special Topics
- Seminar in Masterpieces of Literature
- Independent Study

GROUP D: Writing Electives......... 3-6 SCH
Area 3.............................................................. 3
- Film & Scriptwriting
- Genres in Creative Writing
- Introduction to Creative Writing
- Principles of Technical Writing

GROUP D: Thesis............................... 3 SCH
- Seminar in Thesis Writing

SAMPLE Degree Plan No. 4
33 Thesis / 36: Non-Thesis

BESPOKE PLAN
Candidates may choose from any category as long as Semester Credit Hours are met for thesis or non-thesis options. Especially ideal for candidates pursuing an MA for personal enrichment.

GROUP A: Literature Core ......... 18 SCH Max
- American We Survey - 1620 - 1865
- American II Survey - 1865 - Present
- British Literature Survey
- Chaucer & Medieval Literature
- Comparative Literature
- Literary Theory & Criticism
- Shakespeare & Renaissance Literature

GROUP B: Composition Core....... 16 SCH Max
- Composition & Rhetoric
- Internship or Teaching Practicum
- Linguistics & Grammar
- Research Methods
- Studies in Teaching English
- Composition & Rhetoric Theory

GROUP C: Lit: Electives .......... 18 SCH Max
- 20th Century American Literature
- A Study of the Short Story
- African American Literature
- Epic/Classical Literature
- Literary Genres
- Regional Literature
- World/Post-Colonial Literature

GROUP D: Writing Electives...... 12 SCH Max
- Introduction to Creative Writing
- Genres in Creative Writing
- Film & Scriptwriting
- Principles of Technical Writing

GROUP E: Variable Electives ....... 3 SCH
- Special Topics
- Seminar in Masterpieces of Literature
- Independent Study

GROUP C Thesis............................. 3 SCH
- Seminar in Thesis Writing
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**Program Average:** 9.33

**Notes:** * St. Mary's University in San Antonio has an exemplary program; our proposal emulates its offerings.

** The average number of literature courses in the programs surveyed.
English Program Assessment Retreat
Conference Room, Hilliard Hall
December 4, 2008 (10 a.m.-4 p.m.)

Minutes of the Retreat:

Faculty Present: James Palmer, Sarah Wakefield, Ulrick Cassimir, Clay Hooper, Ymitri Mathison, Bob Kirschten, Tonya Scott, Delinda Marzette, Antonio Jocson

Faculty Absent: Diljit Chatha

1. Welcome and Overview of meeting.
   
   • Palmer gave background information regarding University’s strategic plan for 2008 – 2012.

2. Program business. Palmer cited the following:
   
   • Corrections of course titles and degree plans in the Online Course Catalog: still at 2005 wording. American Lit 2 rather than Survey of American Lit 1865-Present, African American Lit 1 rather than Survey of African American Lit. We need to advise students correctly.
   
   • Low enrollment in certain courses. We need to advertise and market the courses, film among them. Sarah suggested that we can emphasize certain courses have only 1123 as a prerequisite. Low enrollment may result in closing some courses and opening of more 1123 courses as their replacement in late December or early January.
   
   • Need to curb student complaints in courses.
   
   • Need to update faculty publication for Fall 2009; publications must be extant by this time. Get Palmer MLA citations of all published articles.
   
   • SACS meetings have necessitated changes in class scheduling.
   
   • Advising issues; be available to help others; we need not register students whose primary advisor is in another department.

   
   • Palmer cited a need to settle on a universal assignment for assessment purposes. Specifically, a title that can be populated to all sections of a single course. Not all 1123 courses have assessments in place. Need to rectify.
   
   • Wakefield reported on data for 1123. A comparison of 1123 data for Fall 2006 with Fall 2008 – improvement in grades, but the Fall 2008 sample is smaller, so probably no change, statistically. Nevertheless, there is an improvement in Research, but few outliers. In 2006 there are more outliers, but fewer in 2008. Wakefield also noted that despite norming sessions, we still need to have a greater sense of the norm for the data. Jocson and Palmer concurred that rubrics are skewed to “Good,” and we need to decide what is the norm/OK for us?
• Noting low scores for critical thinking, Marzette argued for more emphasis in Critical Thinking and Research elements in the rubric, reflects a greater facility with the assignments.

• Mathison suggested that we have two assessments instead of one per semester: one at the beginning and one near the end of the semester. Problem is that the first assessment may not have certain data – the research category, for example, as students would not have yet established a facility with such work.

• Wakefield pointed out that data for 1133 is worse for 1123, and suggested that the reason for this may be because content of 1133 is more difficult; expectations are higher also, and the course focus changes to argumentation. She noted, however, that since the rubric is the same the results should be the same, theoretically.

• Hooper, suggesting a reason for the comparatively poorer 1133 performance, noted a greater degree of apathy in his 1133 classes than 1123, and this may certainly impact performance.

• Palmer noted that data is perhaps not as credible as it should be because we do not track individual student performance; that is, we do not notice student improvement from 1123-1133. Jocson argued that what we should do then is track a specific sample of students through 1123 – 1133 in order to get a clear sense of the data. Hooper/Casimir: tracking may give a clearer sense of the data.

• Palmer also pointed out an improvement in Punctuation and asked for possible reasons why. Scott said she employs the use of an “error log” in her courses. Marzette also indicated a greater focus in punctuation in her classes. Palmer pointed out the availability of punctuation section in the book. Wakefield and Palmer both emphasize a focus on sentence level instruction in MyCompLab. Scott suggested that we can force improvement by assigning MyCompLab Diagnostic 1 in 1123 before midterm and Diagnostic 2 in 1133. This is good so that we can see the improvement from 1123 to 1133. Palmer asks, then, that all sections of 1123 and 1133 will implement this method.

• Assessing Thesis and Content, Palmer noted that Spring 2008 data indicates a downturn in performance. How do we measure Thesis and Content correctly? Anyone teaching 1123 must emphasize the Thesis Unit in 1123; Scott and Palmer will discuss further to finalize strategy. Furthermore, the research score is lower in 1133 than 1123 perhaps because there are more sources with which to contend. Also may be a matter of timing, according to Palmer: late papers evidence a downturn in research and documentation; this may speak to Hooper’s “apathy” in 1133. Scott suggested that “service learning papers” may help with student engagement.

4. Data Survey: 4433

• Wakefield discussed how 4433 numbers are up from Spring 2006 to Spring 2008, but some key elements are down such as “writer reflectiveness.” Reasons: need to implement more requirements that students have to fulfill so that the sampling is more representative and complete. She pointed out that criteria has to be defined more clearly. Assessment especially important for Marzette who will be teaching the course in the Spring.
• Blog Posting. Improvement in “influence of print and non-print media” element is due to a directly related assignment in Spring 2008: blog postings. Other area improvements include “Advance Reading Skills” where the criteria is more clearly defined.

• “Teaching Strategies” down – need to implement non-print media in assignment, perhaps using Web-based tools. Wakefield: students constructed blogs and Myspace pages for literary characters. Still, numbers are down. We need to clarify assignments and define criteria more effective. May also be supplemented by advent of forthcoming publication for student work (Jocson) or Symposium of Works in Progress (Hooper). Palmer: student awards for student papers – would appeal to community outreach efforts for HS students (re. Mary Lee Hodge for funds).

• Wakefield argued for an emphasis on more creativity in Teaching Project Assignment as well as requiring students to talk with faculty about which papers they want to include in their portfolio.

• Hooper suggested that a Works in Progress element – a symposium – for the Teaching Project Assignment could be structured around the graduate application schedule.

• Palmer wondered how to address professional organization affiliation. What organization and who funds the cost?

• Wakefield: We need to do a better job of tracking students after graduation in order to complete post-graduation assessment surveys.

5. Data Survey: 2153

• Wakefield pointed out that scores may be skewed because they are all from one professor. Nevertheless, scores should not be below a 3.0, though many are.

• Marzette explained that students say they have not had any previous introduction to and experience with creative texts; thus, the difficulty in taking about them. Perhaps there should be more introduction to literature in 1133? Casimir/Palmer/Marzette all noted that the low scores were not attributable to the book as all of them think the book, “Legacies,” is sound. Marzette, responding to Palmer’s query about how to raise scores, noted high student attrition, prevalent student disinterest.

• Wakefield pointed out that certain students also find other ways to satisfy humanities credit.

• Scott suggested that the readings may not be engaging, but Marzette has evidence and experience to counteract that concern.

• Palmer summarized 3 main concerns in 2153, and this may be part of our strategic plan for 2008:

  1. Make it more theme-based according to sections.
  2. Stop or slow down attrition – which is a problem
  3. Smaller or shorter assignment in the beginning of the semester, maybe including music.

• Casimir: restructure in terms of Form – Narrative, Visual Arts, etc. Wakefield concurred,
adding that we need to make 2153 sound attractive through course subtitles.

6. Alumni Survey
Palmer noted the following changes in scores:
   Palmer referred back to Hooper’s suggestion of the Works in Progress symposium to address #14.
   Wakefield suggested a change in wording to incorporate technology in and out of courses to help solve this downturn.
   Wakefield suggested a possible problem in the wording of the category. Perhaps remove “developments in learning” so that the phrase will read “draw connections between literature and culture.” Committee voted on this change. All present voted for the change. No nays. One person absent.

Break for Lunch

7. Masters Program Analysis
Jocson initiated discussion on this subject based on his analysis. Wakefield took minutes with additions by Palmer.

Overview:
Based on Dr. Jocson’s analysis and comparison, mission statement needs to be clarified, rationales for some courses need to be more opaque, the lack of rhetoric and composition courses should be addressed, and some course proposals are needed. After Dr. Jocson’s comparison faculty discussion began.

Dr. Cassimir asked that we offer dual credit courses to help with course enrollment.

Dr. Mathison mentioned the need for a greater distinction between undergraduate and graduate level survey courses.

Dr. Jocson noted the need to distinguish ourselves from other regional universities and that good model for this would be the U of Mass-Boston. He asked that we think about why we have an MA program and that we may move away from discussion and missions based on utility. Many students want to take graduate level courses for enrichment rather than for professional purposes.

Dr. Kirschten asked whether the mission statement itself attracted students to the program.

Dr. Mathison suggested a focus on literature and composition was good.

Discussion began with the mission statement to give direction for any further change. Faculty noted that the comparison lacked TSU’s master program, but faculty familiar with the program noted that it is largely non-existent and that there are no course descriptions easily found on-line to include the university on the self-study comparison.
8. Discussion of Mission Statement

- opted to keep the phrase "culturally diverse" and the list of three emphases, "language, literature and composition"
- several faculty (Dr. Scott, Dr. Marzette) disliked the word "trained" and "engaged" was selected instead
- phrasing changed to "research TO analyze texts"

Dr. Kirschten mentioned that to market the program effectively, an emphasis on technology and combining literature and e-resources might be helpful; he suggested contacting local principals to ask teachers what they want in a graduate program.

Dr. Palmer asked if Survey Monkey could be used for this purpose.

Dr. Jocson said that the issue really was whether we are going for a top-down model or bottom-up. Discussion returned to the wording of the mission statement.

- "personal enrichment" was added as a feature of the program / reason to study, as was preparation for the Ph.D.
- public and private sectors became "diverse fields"

100% of faculty in attendance voted for the wording changes to the mission statement.

9. Discussion of Course Offerings

Dr. Jocson expressed concerns over limited, relatively random literature offerings and the lack of a well-defined curriculum.

Dr. Scott and Dr. Palmer discussed the deadline for course proposals—1/20 for undergrad, unsure about Graduate Council. Dr. Palmer mentioned Dr. McFrazier's support of changes, since he was confused by the minors in the degree plan and the insufficient number of courses to satisfy the plan hours.

Dr. Jocson asked how basic of a degree plan was desired. If our mission statement says we prepare students for the Ph.D., what courses are needed? He pointed out that many MA programs offer survey courses and that we could build on similar classes at the undergraduate level with 2 semesters of American literature and 1 for British literature after the Renaissance. He expressed concern over the current lack of either early American or modern British course offerings.

Dr. Palmer explained that a committee had worked on course proposals in these areas but the eventual number of classes taken before the Council had to be pared down to the small enrollment in the MA program.

Dr. Marzette said that course offerings are crucial PR for prospective students.

Dr. Jocson asked if Dr. Liu's backing would be needed to propose multiple new courses. Dr. Palmer said that now that courses no longer drop off the books every two years, the situation is different than in the past.
Dr. Hooper asked if there were any possibilities of hiring faculty in rhetoric and composition. Dr. Mathison (chair of hiring committee) explained that we have lost 2 tenure-track lines in English; if we hire for anything, it will be for composition but right now the feeling is that the department is fighting to hold instructors.

Dr. Jocson outlined his position as informed by comparison with other universities. At minimum we need

- American survey I and II
- British survey
- Composition/rhetoric theory
- Comparative or postcolonial lit
- A second Special Topics course
- Regional literature

Dr. Wakefield suggested rethinking 20th-century American Lit as Seminar in American Lit. Dr. Mathison expressed concern over our capacity to offer so many courses. Dr. Palmer asked for opinions on a Seminar in Genre or Film. Dr. Mathison proposed Special Topics in Literature and/or Special Topics in Narrative to encompass film, epic, and new media.

After discussion of our current offerings, faculty noted that several of our existing courses would be better offered under new titles. Short Story could be offered under a Special Topics title. Dr. Palmer proposed a motion to delete Masterpieces of Literature to recreate it as Special Topics and to delete Studies in Short Story. Following discussion, the motion passed with a 100% vote.

Dr. Jocson said regional literature could be a Special Topic and thus a separate course would be unnecessary.

Dr. Mathison asked if the faculty wanted to keep the current course in African-American Literature. Everyone agreed strongly yes.

Dr. Jocson asked if everyone was amenable to creating a comparative literature course. Dr. Palmer said it could be a good draw for students. He then asked what everyone wished to do with the creative writing courses on the books. Dr. Jocson asked for clarification on the difference between Intro to Creative Writing and Genres in Creative Writing; the course descriptions were pulled up online and it was determined that the former covers all genres (poetry, prose, drama) while the latter focuses on just one.

100% of the faculty in attendance voted to delete ENGL 5323: Intro to Creative Writing because this course could be offered under another existing course.

100% of the faculty in attendance voted to delete ENGL 5433: 20th-century American Lit in order to create a more sound and broad survey of American Lit.

Dr. Jocson next suggested starting a teaching practicum course. Dr. Mathison suggested having just one Special Topics course and then a Special Topics in Narrative.

NEW COURSES to be proposed were decided on as follows:

- American Lit survey I
- American Lit survey II
- Seminar in American Lit
- British Lit survey, 1650-present
Seminar in British Lit
Composition Theory
Rhetoric
Comparative Lit
Special Topics
Special Topics in Narrative
Teaching Practicum

10. Discussion of Degree Plans

Dr. Mathison said that all candidates for the MA should take at least 1 course in American lit and 1 course in British lit.

Dr. Palmer expressed a preference for Fixed Plan A as designed by Dr. Dr. Jocson. He mentioned that there is enough interest to run summer courses to help with rotation.

Dr. Jocson suggested pairing grad students with advising mentors so they choose the right plan. The “bespoke plan” was designed for those taking English courses more for personal enrichment, he explained. The plan allows students to change part way through the program to a more rigorous, structured curriculum if they decide they want to pursue a Ph.D. Dr. Marzette said it sounded like a good idea would be to have two plans, one for Ph.D. preparation and one for personal enrichment.

The faculty decided on names for each plan:

    Professional Preparation (for cc teaching and Ph.D.)
    Terminal Masters

Dr. Jocson said one idea would be to poll current students on what to offer in subsequent semesters, to make sure we are meeting their needs.

The discussion then turned to reworking Fixed Plan A. Dr. Mathison and Dr. Palmer both said that Research Methods was too crucial to not have in Area I as a required core course. This meant a core of Lit Theory, Research Methods, and a language/grammar class.

Dr. Scott suggested making Area 5 of the plan into Survey of Composition Theory and Seminar in Rhetoric, where students would choose one.

At this point Dr. Palmer called for an official vote to add Survey in British Literature; the proposal passed with 100% yea.

Dr. Wakefield and Dr. Scott suggested that Teaching Practicum could have students shadow various faculty, design assignments and syllabi for composition and literature, and construct a teaching philosophy.

Discussion then turned to whether or not thesis, along with Teaching Practicum, should be required. Concern was expressed over the small number of electives on the plan, just two.

For the Terminal Masters plan, a core of Literary Theory and Research Methods was proposed by Dr. Palmer and Dr. Mathison to ensure that students can appreciate their other classes and be prepared to teach community college since they can do so with any MA degree.
11. Discussion of Advising

Discussion turned to advising and the importance of mentoring our graduate students more closely. Graduate students have requested more exposure to more faculty. A vote was called by Dr. Palmer on whether or not to assign individual faculty advisors/mentors to each grad student. The vote passed with 100% yea.

12. Action Items

Course descriptions were then assigned individually at the suggestion of Dr. Scott. Dr. Palmer encouraged everyone to keep the descriptions broad but tied to the new mission. Descriptions were assigned as follows with official course titles to come:

- American Lit survey I Dr. Hooper
- American Lit survey II Dr. Mathison
- Seminar in American Lit Dr. Marzette
- British Lit survey, 1650-present Dr. Wakefield
- Seminar in British Lit Dr. Mathison
- Composition Theory Dr. Scott
- Rhetoric Dr. Scott
- Seminar in Comparative Lit Dr. Palmer
- Special Topics Dr. Jocson
- Special Topics in Narrative Dr. Casimir
- Teaching Practicum Dr. Wakefield

Dr. Palmer advised faculty to look at the undergrad course descriptions for wording and to emphasize historical and cultural contexts.

Dr. Wakefield volunteered to create a blog site where the course descriptions could be posted and commented on by everyone rather than trying to finish the process via e-mail. Faculty agreed. A deadline of 12/12/08 for submission of descriptions was set.

Retreat adjourned at 3:55 p.m.

Minutes for sections 1-6 taken by computer at the meeting by Dr. Antonio Jocson.
Minutes for section 7 transcribed from handwritten notes taken by Dr. James Palmer.
Minutes for sections 8-12 transcribed from handwritten notes taken by Sarah Wakefield.
Minutes of English Faculty Meeting, 14 Jan. 2009

In Attendance

Dr. James Palmer
Dr. Tonya Scott
Dr. Ymitri Mathison
Dr. Clay Hooper
Dr. Delinda Marzette
Dr. Antonio Jocson
Dr. Ulrich Casimir
Dr. Bob Kirschten
Dr. Diljit Chatha
Dr. Sarah Wakefield

Discussion of course prerequisites

Dr. Wakefield suggested dropping all prereqs on Literary Theory and Criticism. Dr. Chatha explained that they were put in place initially because of students coming out of education and not having a strong literary background, but she agreed there should be no prereqs on most graduate courses, students should fill gaps in their own knowledge and faculty should do strong advising to help them make up any deficiencies.

Dr. Jocson concurred that no prereqs should be listed except on Thesis. Dr. Palmer explained that currently the catalog has “admission to candidacy” as the prerequisite.

Dr. Jocson went on to say that regardless of the degree plan track chosen, students still need certain courses. Dr. Palmer pointed out that the agreed-upon personal enrichment track includes Literary Theory and Criticism.

A unanimous YEA vote was recorded from the 9 faculty present (Dr. Mathison had stepped out earlier) to approve removing all prerequisites from courses other than Thesis.

Discussion of course descriptions

Drs. Wakefield and Hooper asked about eliminating the word “multicultural” in ENGL 5523, to make it the same as 5533 except for the descriptions of the periods covered. Dr. Wakefield also proposed removing -isms from 5523.

Dr. Chatha asked if 5533 is necessary. Dr. Palmer explained that faculty had agreed in the December meeting that students need the option for a deeper understanding beyond survey courses. Dr. Chatha expressed concerns that we would be overproposing too many courses to the Graduate Council. Dr. Palmer said that it looks better on a student’s transcript to have a variety of classes.

Faculty voted YEA on revised 5523 and 5533 description as written.
Several faculty proposed adding the phrase "intellectual contexts" to the description for 5543. Dr. Mathison asked for a different phrase for "critical reception." Dr. Palmer proposed changing the end of the description to match the one for 5523 and 5533.

Faculty voted YEA on the addition and change to 5543.

With 5533, Dr. Hooper asked if surveys are intended to be less advanced than seminars—perhaps "intensive" or "advanced" should be added to descriptions of seminars. Faculty unanimously agreed to add the word "intensive" to 5533. Dr. Palmer proposed using the basic description for 5533 for 5553 as well, using the phrase "theme, genre, tradition or period" to describe the content as well as the word "intensive." YEA vote passed changes.

Dr. Palmer explained that based on feedback from the course review blog, he added the phrase "such as" to the description for 5563. Dr. Chatha asked to change "nature of translation" to "nature and impact of translation." Dr. Hooper asked about the phrasing of national and cultural identities; were both terms needed? Faculty decided yes, both. Dr. Mathison suggested making 5563 similar to 5553. Dr. Hooper said he thought 5563 needed to be more detailed and specific because students are not as familiar with comparative literature and what it means. Dr. Chatha asked to add "common ground" or "commonalities" to the end of the description; Dr. Hooper observed that adding "commonalities" negates the phrase "problems of interpretation" to a degree. Dr. Hooper proposed instead "problems of negotiating differences and commonalities com ground divides connections across..." Dr. Mathison asked what everyone thought about cutting the last sentence altogether. Dr. Chatha proposed the phrasing "Comparison may involve issues such as the nature, purpose, and impact of translation, the construction of national and cultural identities, and the problems of negotiating across political, religious, and cultural boundaries."

On 5583, Dr. Scott and Dr. Hooper rewrote the description as follows to a unanimous YEA vote: "Critical study and evaluation of composition theories and their application."

On 5573, Dr. Marzette commented that she thought it looked good and interesting to have examples of the kinds of course topics that could be covered, to attract students. She just wanted to remove some instances of the word "Rhetoric" Dr. Chatha asked if different periods such as Classical could be added; Dr. Scott said certainly, as well as Modern. Everyone agreed to delete the suggested prerequisite course from the description.

Dr. Wakefield asked if the phrase "may be repeated for credit when topic varies" should be placed on all seminar courses. Dr. Chatha agreed this seemed fair.

Discussion then turned to the names for the different degree plan tracks, since several faculty wanted a different term for the Terminal Masters / personal enrichment track. Suggestions included non-professional (turned down as negative-sounding) and simply A and B or 1 and 2. Faculty favored the latter.
When discussion returned to the course descriptions, 5593 was up for debate. Dr. Palmer wanted to add "(fiction or nonfiction)" after "complexities of narrative" to give instructors more flexibility. The term "upper-level" was swapped out for "advanced" instead.

With 5613, Dr. Palmer wanted to eliminate "prose or verse in" and Dr. Mathison asked to add genre to the list of topics studied. Dr. Hooper suggested deleting "in the instructor's field of specialization." Dr. Jocson asked how the course differed from Comparative Literature, several faculty offered up a similar sentiment, that this course may cover a broader variety of areas not limited to comp lit. Dr. Wakefield proposed removing references to seminar discussion and major papers, since assignments do not appear in any other description. Dr. Palmer suggested removing the entire second sentence from the description. Faculty voted YEA on revision.

5623 started with a discussion of similar courses across the state and their credit hours. Dr. Palmer explained that most teaching practica are 1-2 SCH. Dr. Wakefield pointed out that the one we are proposing in more intensive and requires the production of multiple artifacts to justify 3SCH. Dr. Hooper asked if readings would be included as part of the pedagogy; Drs. Scott and Palmer said yes. Dr. Scott asked if Studies in Teaching English should be added as a prerequisite. Dr. Mathison expressed the belief that since any practicum would not be accompanied by actual teaching assistantships, the class should be 3 hours and students should design syllabi they could use to teach in local community colleges. Dr. Hooper asked if this class should be required for the Ph.D. track. Dr. Palmer said a prereq would not be realistic since the program is so small that it's hard to reach minimum class sizes. Dr. Jocson expressed concern that practica should involve actual classroom experience, which we cannot provide. Dr. Mathison pointed out that many of our students who work during the day are teaching themselves and could implement their ideas in those classroom and write reflections on the experience.

Dr. Palmer moved back to a discussion of ENGL 5053 as currently on the books. Dr. Scott said "post-secondary" should be added to the description of Studies in Teaching English since they covered that when she taught the course recently, and all prereqs should be removed.

Dr. Wakefield then asked if ENGL5623 were necessary and if the content could be moved to 5053. Faculty concurred and a YEA vote was taken to strike the proposed course entirely.

Faculty finished the meeting by volunteering to create sample syllabi for each new course proposed as follows:

ENGL5513 = Hooper
ENGL5523 = Chatha
ENGL5533 = Hooper
ENGL5543 = Wakefield
ENGL5553 = Mathison
ENGL5563 = Palmer
ENGL5573 = Scott
ENGL5583 = Scott
ENGL5593 = Casimir
ENGL5613 = Casimir

Dr. Palmer gave a deadline of Tuesday, January 20 and the meeting adjourned.
Sample Assessment Data from TrueOutcomes:
Chaucer and Medieval Literature

Assessment:
Genre or Role of Genre to Interpretation: 3.33 Median; 1.15 Standard Deviation

Demonstrates Range of Work in British Lit: 3.66 Median; .57 Standard Deviation

Research Process: 3.33 Median; 1.5 Standard Deviation

Research Theory: 3.33 Median; 1.5 Standard Deviation

Expression of Ideas: 2.66 Median; .57 Standard Deviation

Sentence Construction: 2.66 Median; .57 Standard Deviation
Current Graduate Students in Support of Curricular Changes

Print Name
Keith D. Evans
Joy N. Patterson
Keshia Pearson
Debbie Watkins
Tracy Westbye

Signature

www.pvamu.edu
### MA in ENGLISH Degree Program Outcomes Matrix

**(a) Program Title**

MA English

**(d) Program Learning Outcomes**

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<tr>
<td>ENGL 5573</td>
<td>Seminar in Rhetoric</td>
<td>T</td>
<td>T</td>
<td>I</td>
<td>R</td>
<td>I</td>
<td></td>
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<tr>
<td>ENGL 5583</td>
<td>Survey of Comp. Theories</td>
<td>T</td>
<td>T</td>
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<tr>
<td>ENGL 5593</td>
<td>Studies in Narrative</td>
<td>T</td>
<td>T</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>I</td>
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<tr>
<td>ENGL 5613</td>
<td>Special Topics</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>I</td>
</tr>
<tr>
<td>ENGL 5633</td>
<td>Technical Writing</td>
<td>R</td>
<td>R</td>
<td>I</td>
<td>I</td>
<td>R</td>
<td>I</td>
</tr>
<tr>
<td>ENGL 5993</td>
<td>Independent Study</td>
<td>T</td>
<td>T</td>
<td>I</td>
<td>I</td>
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<td>I</td>
</tr>
</tbody>
</table>

**Notes:**

- **T** – Competency is taught
- **R** – Competency is reinforced
- **I** – Competency is utilized/integrated
PHASE I:

Language & Communications department /Program and Mission

A. Unit /Program Mission and Status:

1. College Strategic Recruitment and Retention Plan: 2008-2013

Planning Committee Chair and Members Names & titles

Dr. Dejun Liu, Committee Chair
Mrs. Mokeithia Williams, Committee Member
Mr. Lewis Smith, Committee Member
Mr. Robert Benson, Committee Member
Dr. John Sullivan, Committee Member
Dr. Gerardo Garcia-Munoz, Committee Member
Dr. James Palmer, Committee Member
Ms. Bettie Varner, Committee Member
Dr. Sarah Wakefield, Committee Member

2. Mission (Purpose) Statement

Though emphasis on teaching, research, and service, the English program prepares students to write informed, organized essays that demonstrate appropriate engagement with primary and secondary sources; to analyze texts through the development of critical and analytical skills; and to possess knowledge of major historical periods and literary movements in culturally diverse literature. Students study the English language arts, including areas such as language development and various approaches to grammar, which complement the advantage of being multi-dialectic. The English program supports students who aspire to become teachers of composition and literature, who seek admission to graduate and professional studies, and who choose to develop their skills for careers in the private and public sectors.

3. Relationship of Mission to University Mission

The program in English is devoted to superior teaching, research, and service. It is committed to the development of students' intellectual, organizational, research-based, and analytical skills, which are related to the needs and aspirations of its ethnically and socio-economically diverse constituents. The critical thinking, literacy, and communication skills necessary for future success are developed to the highest degree possible.

For professional development, English faculty members attend local, statewide, and nationwide conferences and symposia, including the Conference on College Composition and Communication, the Popular Culture Conference, and the South Central Modern Languages Conference. Faculty members also publish original scholarship in various journals (e.g., College English, College Composition and Communication, Chaucer Review, and Early Modern Language Studies), book collections, and creative texts, and pursue grants through the Fund for the Improvement of Secondary Education; Title III; and the National Endowment for the Humanities.
B. Status: SWOT Analysis

1. Strengths: Dedicated faculty; Title III funds for the Writing Center.

2. Weakness: Four-Four teaching load with high class sizes; reduced time for advising and recruitment.

3. Opportunities: Connections with local high schools through current College Readiness workshops.

4. Threats: A decline in the number of English majors nationwide as a result of increasing demand for specialized job training across college majors; decrease in apparent marketability of skills gained in English field. Students aren’t able to see how skills transfer across professions. Steady increase in salaries in fields outside of English and English teaching.

C. Status: Review the Effectiveness of Current Plan—2004

Narrative Overview

We have been active in recruitment for our programs. As a result, all of our programs have been growing steadily at the rate of approximately 5 percent for the last five years. We have worked to increase awareness of Prairie View A&M University’s English program and promote programs that contribute to student success by addressing University Goals 7 and 9. Most notably we have worked to increase participation among students in Poetry Readings with TAMU-PVAMU; had faculty members visit area high schools in 2006-2007; and worked to increase the number of Writing Center visits over FY05 and FY06 as a means of helping to retain students and to persist toward the sophomore year. To increase the collaboration with ENGL faculty members about what work to include in the English Senior Capstone Portfolio, students were asked to visit with at least two English faculty members. The goal for incorporating this requirement as part of the portfolio was to increase student professionalization and reflection and to help with persistence through the difficult task of creating a capstone portfolio. The Portfolio Evaluation Rubric Question #4 on Reflective Practice aligned with NCTE standard 2.3 indicates that in 2006, students in the ENGL 4433 capstone course established a 3.6 average score on a 4.0 scale.

Furthermore, alumni survey data in 2008 indicate that the average score on the question asking “I would recommend the English program at Prairie View A&M University to others who want to be English majors” is 4.75 on a 5.0 scale. All students agreed or strongly agreed that they would recommend the program. We should work to recruit in the future through our alumni more heavily than in the past.

PHASE II:

Change Dynamics

A. Major changes affecting college (unit) since 2004
The Unit’s public service programs include recruitment and retention efforts that allow faculty to visit Texas high schools and serve as sponsors for the Upsilon Lambda Chapter of Sigma Tau Delta, the International English Honor Society, the Writing Center, and the National Society of Collegiate Scholars (NSCS), all of which honor, inspire, and engage their participants. In particular, NSCS participates in or co-sponsors PAWS campus cleanup day and LSAT preparation courses presented by Kaplan; plans for college success through mentoring programs at Waller High School; and creates environment awareness kits and school kits for elementary children.

As a unit within a Texas constitutionally designated “institution of the first class,” the English program is committed to preparing its undergraduate students for various careers in education, politics, and human resources. The program also prepares students for a variety of masters and doctoral programs (e.g., language and literature, creative writing, and technical communication) and professional studies in business and law.

4. Unit Goals/Outcomes Listing—Must include 5 year enrollment projections and retention goals as well.

Goal A. By Spring 2013, increase number of English majors by 10% over 2008 levels.
Goal B. By Spring 2013, increase enrollment by 10% over 2008 number.
Goal C. By Spring 2012, increase persistence rate so that at least 6 MA candidates graduate.
Goal D. By Spring 2012, reduce the number of withdraws in ENGL major courses ENGL 2263; 2273; 3153; and 4433 by 5% over 2008 level.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>40</td>
<td>42</td>
<td>44</td>
<td>46</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>English MA</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>51</td>
<td>53</td>
<td>56</td>
<td>59</td>
<td>62</td>
</tr>
</tbody>
</table>

5. Accomplishments Since 2004

A. Since 2004, our unit completely reconfigured the English undergraduate and graduate degrees to better serve students and make students more competitive. We established a Creative Writing Poetry Exchange with Texas A&M University and the program alternated between campus hosts; this exchange has increased the visibility of our program, and in 2007 the Bi-annual Poetry Reading Exchange with Texas A&M University students, founded and directed by Dr. Robert Kirschten, saw the largest crowd ever at over 125 attendees. In 2003, the unit graduated our first MA graduate in more than a decade. Furthermore, we have worked to increase awareness of Prairie View A&M University’s English program and promote programs that contribute to student success by addressing University Goals 7 and 9. Most notably we have worked to increase participation among students in Poetry Readings with TAMU-PVAMU; had faculty members visit area high schools in 2006-2007; and worked to increase the number of Writing Center visits over FY05 and FY06 as a means of helping to retain students and to persist toward the sophomore year. In FY08, the unit acquired a grant from the NEH to implement film courses, and it also received funds through Title III to fund the writing center.

6. Substantive Eliminations, Deferments, and Redirections Since 2004

A. None.
The undergraduate degree program in English also totally updated its course offerings in line with similar programs in the country. High quality faculty members committed to teaching excellence have helped in student retention and graduate program recruitment such that we have our first MA graduate in over a decade. This new MA program went into full effect in 2004.

B. Internal or External opportunities or threats that may have had a positive or negative impact.

See above.

PHASE III:

Retention Plan

Action Plans and Strategies required to achieve desired retention Outcomes (List by Retention Goals)

<table>
<thead>
<tr>
<th>University Goal</th>
<th>Unit Goal/Outcome</th>
<th>Action Plan/Strategies Used</th>
<th>Measure or Means of Assessment</th>
<th>Assessment Results/Findings</th>
<th>Use of Results</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen the quality of academic programs.</td>
<td>Goal C. Increase persistence rate so that at least 6 MA candidates graduate by 2012.</td>
<td>Assign MA candidates to individual faculty rather than only to graduate director</td>
<td>Surveys and graduate numbers.</td>
<td>To come in 2012</td>
<td>If alumni surveys indicate satisfaction with new advising, we will continue with same method.</td>
<td>Surveys and graduate numbers.</td>
</tr>
<tr>
<td>Strengthen the quality of academic programs.</td>
<td>Goal D. By Spring 2012, reduce the number of withdrawals in ENGL major courses noted by 5% over 2008 level.</td>
<td>Make outcomes and objectives clear on syllabi and in courses.</td>
<td>Withdraw rate from Banner.</td>
<td>To come in 2012</td>
<td>To come in 2012</td>
<td>Withdraw rate.</td>
</tr>
</tbody>
</table>

PHASE IV:

Recruitment Action Plans—Future 2008-2013 Strategies

Action Plans and Strategies Required to achieve desired recruitment Outcomes (List by recruitment Goals)

<table>
<thead>
<tr>
<th>University Goal</th>
<th>Unit Goal/Outcome</th>
<th>Action Plan/Strategies Used</th>
<th>Measure or Means of Assessment</th>
<th>Assessment Results/Findings</th>
<th>Use of Results</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen the quality of academic programs.</td>
<td>Goal A. By Spring 2013, increase number of English majors by 10% over 2008 levels.</td>
<td>Recruitment fairs; mentoring; communication with University College</td>
<td>Declared majors; Alumni surveys to gather reasons for persistence</td>
<td>Assess numbers yearly.</td>
<td>Assess numbers yearly.</td>
<td>Enrollment numbers; new recruitment materials created.</td>
</tr>
<tr>
<td>Strengthen the quality of academic programs.</td>
<td>Goal B. By Spring 2013, increase enrollment in MA program by 10% over 2008 number.</td>
<td>Improved degree plan; more courses; flyers and promotion. Work toward TAships for MA students. Increase online course offerings and Web presence of unit.</td>
<td>Enrollment numbers. Number of online courses offered over 2008 numbers.</td>
<td>Assess numbers yearly.</td>
<td>Assess numbers yearly to increase attention on strategies.</td>
<td>Enrollment numbers; new recruitment materials created; documentation of new online courses offered.</td>
</tr>
</tbody>
</table>

Chart Key:

Outcomes/Objectives—What did you want?

Strategies Used—What did you do?

Measure or Means of Assessment—How did you determine achievement/success?

Results/Findings—How did you do?

Use of Results—How did you use the findings?

Documentation—What is the evidence?

PHASE V:

Resource Plan

A. Five Year Financial Planning Cycle FY 2008-2013

No significant financial resources are needed by the unit to make use of established strategies for this cycle.

B. Five Year Recruiting Planning Cycle FY-2008-2013

See above.

C. Descriptions of how the unit’s achievement of goals facilitate attainment of State Mandated Performance Measures (List the state mandate performance measures)
PHASE VI (Optional):

Organizational Chart

A. Current Organization

B. Proposed Organization (Must include Positions Description Current and Proposed)

PHASE VII:

Shortfalls/Concerns

a) Large courses
b) Heavy course loads
c) Extensive service requirements (advising and committee work)
d) Students entering ENGL1123: Freshman Composition I underprepared in writing skills compared to those at other system schools; can be a problem in collaboration.
ENGL 5513: American Literature, 1620-1865
Dr. C. Hooper

COURSE DESCRIPTION
ENGL 5513. American Literature, 1620-1865. (3-0) Credit 3 semester hours. A critical examination of literature from the colonial, early national, and antebellum periods with emphasis on cultural and intellectual contexts and attention to current critical trends in the study of American literary history.

Detailed Description
As a broad-ranging survey, this course explores the intellectual, cultural, and literary trends that emerged and evolved through the early period of American literary history (the colonial period to the Civil War). The course is structured around the premise that these evolutions take shape around various manifestations of American exceptionalism, the conviction that America exists to serve a special purpose within the historical development of human civilization. Ever since John Winthrop declared the Massachusetts Bay Colony “a city upon a hill,” a moral community that would serve as the model for a transatlantic moral regeneration, American authors have derived a sense of urgency and purpose from the idea that America is an experiment with world-important implications. The traditional canon of American literature has been structured from within this sensibility and consists of those authors and texts that seem to articulate or embody the American experiment in some powerful way. But alternative canons have emerged and will continue to emerge as we develop new understandings of how notions of American exceptionalism were in fact constantly challenged, revised, redirected, and subverted within the diverse literatures of the colonies and the United States. In examining both the traditional and emergent canons of early American literature, then, this class will explore the cultural, political, and intellectual dialogues through which notions of American identity and purpose were constantly negotiated.

LEARNING OUTCOMES
Students in this course will:

- Demonstrate an understanding of the cultural, political, and intellectual contexts in which early American literature was produced and consumed.
- Demonstrate an understanding of the various forms and functions of literature within the colonial, early national, and antebellum contexts.
- Demonstrate through the research projects an ability to participate in current critical conversations on American literature.
- Demonstrate ability to use research tools, methods, and forms of documentation in advanced scholarly research.
- Utilize standard terminology for advanced literary analysis.
- Understand major paradigms (formalist, reader-response, post-colonialist, etc.) for analysis of literatures.
- Demonstrate knowledge of the English language, including its structure and grammar at advanced levels.
- Demonstrate ability to write advanced research papers and critical analyses on language, literature, or pedagogy.

**Assignments**
- Fifteen-minute presentation that provides a critical response to one of the course readings.
- 1250-word critical essay at mid-term.
- Annotated bibliography in advance of the final research paper.
- 3000-word research paper citing at least four critical sources.

**Reading Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Introduction</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
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<tr>
<td></td>
<td>John Winthrop’s “A Model of Christian Charity” (1630)</td>
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<td>Week 2</td>
<td>William Bradford’s <em>Of Plymouth Plantation</em> (1647)</td>
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<td>Week 3</td>
<td>Selections from Anne Bradstreet’s <em>The Tenth Muse</em> (1642)</td>
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<td>Mary Rowlandson’s <em>A Narrative of the Captivity and Restoration</em> of Mary Rowlandson (1682)</td>
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<tr>
<td>Week 4</td>
<td>William Byrd’s <em>The History of the Dividing Line</em> (1728)</td>
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<tr>
<td>Week 5</td>
<td>Benjamin Franklin’s <em>Autobiography</em> (1771-1790)</td>
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<td>Week 6</td>
<td>Hannah Webster Foster’s <em>The Coquette</em> (1797)</td>
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<td>Week 7</td>
<td>Catharine Maria Sedgwick’s <em>Hope Leslie</em> (1826)</td>
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<td>Week 8</td>
<td>Ralph Waldo Emerson’s “Divinity School Address,” “The American Scholar,” Self-Reliance,” and “Experience” (1841-1844)</td>
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<td>Henry David Thoreau’s “Resistance to Civil Government” (1849)</td>
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<tr>
<td>Week 9</td>
<td>Frederick Douglass’s <em>Narrative of the Life of Frederick Douglass, an American</em></td>
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<tr>
<td>Week 10</td>
<td>Edgar Allan Poe's <em>The Fall of the House of Usher and Other Writings</em></td>
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<tr>
<td>Week 11</td>
<td>Nathaniel Hawthorne's <em>The Blithedale Romance (1852)</em></td>
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<tr>
<td>Week 12</td>
<td>Herman Melville's <em>Billy Budd and Other Stories</em></td>
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<tr>
<td>Week 13</td>
<td>Fanny Fern's <em>Ruth Hall (1854)</em></td>
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<tr>
<td>Week 14</td>
<td>Walt Whitman's <em>Leaves of Grass (1855)</em></td>
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<tr>
<td>Week 15</td>
<td>Harriet Jacobs' <em>Incidents in the Life of a Slave Girl (1861)</em></td>
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</table>
ENGL 5523: American Literature, 1865-present
Instructor: Dr. D. K. Chatha; #209 Hilliard
Tel. Ext. 3715 – E-mail, dkchatha@pvalu.edu
Online Help: WebCt @Pvalu.edu
Spring Term 2008-2009

Instructor’s Office Hours

Online -- Monday—6:00-7:00 p.m. #209 Hlliard—Tuesday—10-12:00
Thursday—10:00-12:00; 2:00-5:00
Other Hours — By Appointment Only.

PV Tech Support (936-261-2525 or toll-free: 1-877-241-1752)

Course Description

ENGL 5523. American Literature, 1865-present. (3-0) Credit 3 semester hours. A critical examination of literature from the civil war, modern, and postmodern periods with emphasis on cultural and intellectual contexts and attention to current critical trends in the study of American literary history.

Purpose and Objectives of Course

ENGL 5213 is an overview of the historical development of American literature after the civil war. The course develops insights into major works and genres through analyses of their styles and structures. In addition, it emphasizes applications of critical theories and research leading to scholarly interpretations.

Course Requirements

- Complete each reading and writing assignment and submit assigned work on the due date.
- Participate in in-class and online class discussions and formal presentations. Regular participation is required for earning points toward course grade.
- Master key terms for discussions of American literature.
- Work on an assigned research project and submit a 10-20 page documented research paper. Submit topic by end of fourth week into the semester.
- Online dialogs must show acceptable netiquettes and standard usage.

Students with a disability requiring accommodations should contact the Office of Disabled Student Services, 317 Evans Hall. (409) 857-2620.

Method of Instruction:

- Writing and routing papers online
- Online Discussions on each topic within the set time frame as posted by your instructor (these will also count toward your regular attendance)
- Peer reviews and feedback
- Research reports by students (written as well as oral/online)
- Online essays and Written Tests
# Course Content and Organization

<table>
<thead>
<tr>
<th>Week</th>
<th>Material To Be Covered</th>
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</thead>
</table>
| I    | Walt Whitman/Emily Dickinson  
Liberation of the Self |
| II   | On Realism and Naturalism—Howells, James, Norris, Dreiser,  
London (pp. 1745-1760)  
Mark Twain  
Humor, Satire and Realism |
| III  | W. D. Howells  
Realism and Anti-sentimentalism |
| IV   | Test 1  
Kate Chopin  
The Female Perspective  
Research Plan Due—Topic, Thesis, Annotated Bibliography |
| V    | Charlotte Perkins Gilman  
The Female Perspective |
| VI   | W. E. B. Du Bois  
African American Perspectives |
| VII  | Stephen Crane  
Paul Laurence Dunbar  
Charles W. Chesnutt |
| VIII | Review and Midsemester Examination |
| IX   | Rough Draft of Research Paper |
| X    | Understatement and Literary Ambiguity  
Edwin Arlington Robinson  
Robert Frost |
| XI   | Test 11  
Symbolism  
William Carlos Williams |
| XII  | Modernism—Post War Culture and Society  
T. S. Eliot  
Ernest Hemingway |
| XIII | American Drama  
Eugene o’Neill  
Tennessee Williams |
| XIV  | William Faulkner  
Langston Hughes  
Countee Cullen |
| XV   | Ralph Ellison  
Jhumpa Lahiri  
Class Reports on Research |
| XVI  | Review and Final Examination |

**Note:** At the instructor's discretion, the above schedule and content of lessons may be adjusted in view of class needs. [Regular attendance of class and regular checking of instructions posted on the Web page for this class are extremely important for your success in this course.]

**Required Materials**
Minimum Hardware and Software Requirements (for on screen work—if the course is offered as an internet course):

- The latest Java update (www.java.com)
- Pentium with Windows XP or PowerMac with OS 9
- 56K modem or network access
- Internet provider with SLIP or PPP
- 8X or greater CD-ROM
- 64MB RAM
- Hard drive with 40MB available space
- 15" monitor, 800x600, color or 16 bit
- Sound card with speakers
- Microphone and recording software
- Keyboard & mouse
- Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 / plug-ins
- Participants should have a basic proficiency of the following computer skills:
  - Sending and receiving email
  - A working knowledge of the Internet
  - Proficiency in Microsoft Word
  - Proficiency in the Acrobat PDF Reader
  - Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-251-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282.

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following my receipt of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.
Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of each discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board. For submissions, save all work in Word 2003.

Computer access with 56K or better modem/network access
Basic computer literacy and regular computer access

Outcomes for Students

Upon completing ENGL5523, the student, who receives a “B” or higher evaluation, will be able to:

- Demonstrate knowledge of literary expressions of major ideas in variety of sub-genres of the American literature produced from 1865 through he present
- Show skills in using online research tools for enhancing understating of the course material
- Work effectively on individual and collaborative projects
- Conduct library research and create documents with appropriate MLA style of documentation
- Create and deliver PowerPoint presentations on a major topic concerning the origin and development of a genre of theme in American literature from the post civil war through the modern times

Student Academic Appeals Process:

To appeal for the final grades for their classes, students may learn about the appeal process by referring to the PVAMU Catalog.

Attendance Policy

Prairie View A&M University requires regular class attendance. Submission of assignments and regular participation in online discussions will satisfy the attendance requirement. Attending all class sessions supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies.
Excessive absenteeism, whether excused or unexcused, may result in a course grade reduction. If a student exceeds one week of unexcused absences, five points will be deducted for each week of unexcused absence thereafter. All absences must be documented. To earn full credit, participate in online discussions within set time frames.

Student Responsibilities:

- The student is expected to be fully knowledgeable of the contents of this syllabus, and his/her rights and responsibilities as a graduate student of the Prairie View A&M University.
- All important deadlines are posted in university webpage and the catalog.
- Personal problems at the student end are not the instructor’s responsibility. Your instructor will use her discretion to determine the nature and extent of accommodations—whenever such actions are necessary because of understandable circumstances.
- Keep your instructor fully informed of the unusual circumstances that hinder your timely progress.
- Attain full familiarity with ecourse environment by training through the tutorials developed by the IT Department at PVAMU.
- Save your assignments in Word 2003, so it may open on all computers, including those that are the older generation.
- Assume full responsibility for checking your email and other messages at least three times per week—MWF/TThS.
- Submit an assignment (selected by your instructor) into the TrueOutcomes

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

TrueOutcomes also allows students to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net.

To submit your work, log into the trueoutcomes page for the course, upload your file and click submit.

PV Tech Support (936-261-2525 or toll-free: 1-877-241-1752)

Evaluation

<table>
<thead>
<tr>
<th>Evaluation</th>
<th></th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading &amp; Discussions:</td>
<td>33%</td>
<td>A = 95-100</td>
</tr>
<tr>
<td>With Exhibits in Portfolios</td>
<td></td>
<td>B = 85-94</td>
</tr>
<tr>
<td>Discussion Summaries:</td>
<td>33%</td>
<td>C = 75-84</td>
</tr>
<tr>
<td>Tests:</td>
<td>34%</td>
<td>D = 65-74</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>

A grade of “I” may be given in cases of documented emergencies or tragedies that prohibit a student from completing the course. In order to receive a grade of “I,” approval must be granted by the Department Head and Dean. [Approval is granted only for a student who has completed most course work with a “B” or higher record] See pp. 37-38 of Graduate Catalog.
Cheating and Plagiarism

You are required to do original work in all course assignments. Plagiarism occurs when someone knowingly and intentionally tries to substitute someone else's work for his or her own work. Prairie View A&M University is dedicated to a high standard of academic integrity among its faculty and students. In becoming part of the Prairie View A&M University academic community, students are responsible for honest and independent effort. Disciplinary action will be taken against any student who alone or with others engages in any act of academic fraud or deceit.

Academic Calendar

See PVAMU web

References

Contemporary Authors
Contemporary Literary Criticism
Critical Survey of Short Fiction.

Studies in American Fiction
Studies in Short Fiction
www.owl.english.purdue.edu/introduction.html
www.andromeda.rutgers.edu/lytchn/writing/
www.english.uiuc.edu/cws/wwworkshop/mainmenu.html
www.plainlanguage.gov

ENGL 5533: Seminar in American Literature
The Literature of Slavery and Race in the Nineteenth Century

COURSE DESCRIPTION

ENGL 5533. Seminar in American Literature. (3-0) Credit 3 semester hours. Intensive study of a particular theme, genre, tradition, or period within American literary history. It emphasizes historical, cultural, and literary analysis as well as scholarly research.

Detailed Description

In this course we will examine the literature of slavery and race from the American nineteenth century. As historian David Brion Davis has argued, the institution of slavery created the single most urgent occasion for intellectual activity during this period because its existence as a social, political, and economic reality challenged the notions of moral personhood that lay at the core of Enlightenment and post-Enlightenment formulations of individual, social, and national purpose. Out of these philosophical confrontations with slavery emerged various race theories that became part of the cultural and intellectual framework through which issues of race and race relations would be addressed well into the twentieth century. Beginning with treatments of slavery in the early national period, then, we will explore the philosophical underpinnings and representational strategies of both proslavery and antislavery literatures as they evolved through the antebellum and post-Civil War periods. Through our reading of primary and secondary materials, we will seek an awareness of the ways in which slavery generated urgent problems in moral and political philosophy, the ways in which the discourse of race functioned (often clumsily) to resolve or conceal these problems, and the ways in which these problems constituted both opportunities and constraints for African American and antislavery writers. Our goal will be to develop deeply historicized understandings of the debates on slavery and race by attending closely to the cultural and intellectual contexts in which these debates took place.

LEARNING OUTCOMES

Students in this course will:

- Demonstrate an understanding of the intellectual and cultural contexts in which nineteenth-century American literature was produced and consumed.

- Demonstrate an understanding of how moral and political philosophy informed the debate over slavery.

- Demonstrate an understanding of the representational strategies employed in the debate over slavery.

- Demonstrate (in the oral presentation and two research projects) the ability to participate in current critical conversations on American literature, slavery, and race.

- Demonstrate ability to use research tools, methods, and forms of documentation in advanced scholarly research.
- Utilize standard terminology for advanced literary analysis.
- Understand major paradigms (formalist, reader-response, post-colonialist, etc.) for analysis of literatures.
- Demonstrate knowledge of the English language, including its structure and grammar at advanced levels.
- Demonstrate ability to write advanced research papers and critical analyses on language, literature, or pedagogy.

**Assignments**
- Fifteen-minute presentation in response to a secondary source that appears on the reading list.
- 1250-word critical essay at mid-term.
- Annotated bibliography in advance of the final research paper.
- 3000-word research paper citing at least four critical sources.

**Reading Schedule**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Course Introduction</th>
</tr>
</thead>
</table>
| Week 2 | Susana Rowson's *Slaves in Algiers; Or, A Struggle for Freedom* (1794)  
Sarah Wentworth Morton’s *The African Chief* (1792)  
**Secondary Source:** Elizabeth Maddock Dillon, “Slaves in Algiers: Race, Republican Genealogies, and the Global Stage” |
| Week 3 | John Hough's “A Sermon Delivered Before the Vermont Colonization Society” (1826)  
“Preamble” and “Article 1” of David Walker's *Appeal to the Coloured Citizens of the World* (1820)  
*The Confessions of Nat Turner* (1831)  
Henry Highland Garnet's “Call to Rebellion” (1843)  
William Lloyd Garrison's “No Compromise With Slavery” (1855) |
<p>| Week 4 | Edgar Allan Poe’s “The Murders in the Rue Morgue” (1841), “The Black Cat” (1843), and “The Gold-Bug” (1843) |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Secondary Source</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Leslie Ginsberg, “Slavery and the Gothic Horror of Poe’s ‘The Black Cat’”</td>
<td>Ralph Waldo Emerson’s “Self-Reliance” (1841) and “On the Anniversary of the Emancipation of the Negroes in the British West Indies” (1844) Henry David Thoreau’s “Resistance to Civil Government” (1849) Martha Schoolman, “Emerson’s Doctrine of Hatred”</td>
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<tr>
<td>6</td>
<td>John Sekora, “Black Message/White Envelope: Genre, Authenticity, and Authority in the Antebellum Slave Narrative”</td>
<td>Frederick Douglass’s <em>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</em> (1845) William Wells Brown’s <em>Narrative of William Wells Brown, a Fugitive Slave, Written by Himself</em> (1847)</td>
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<td>8</td>
<td></td>
<td>William Wells Brown’s <em>Clotel; Or, The President’s Daughter</em> (1853)</td>
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<td>9</td>
<td>Peter Coviello, “The American in Charity: ‘Benito Cereno’ and Gothic Anti-Sentimentality”</td>
<td>Frederick Douglass’s “The Heroic Slave” (1852) Herman Melville’s “Benito Cereno” (1855)</td>
</tr>
<tr>
<td>10</td>
<td>Maurice S. Lee, “Melville, Douglass, the Civil War, Pragmatism”</td>
<td>Abraham Lincoln’s “Address on Colonization to a Committee of Colored Men,” (1862) Thomas Henry Huxley’s “Emancipation – Black and White” (1865) William Wells Brown’s “The Black Man and His Antecedents” (1863) Frederick Douglass’s “The Future of the Negro People of the Slave States” (1862)</td>
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<tr>
<td>11</td>
<td></td>
<td>Thomas Nelson Page’s <em>In Ole Virginia</em> (1887)</td>
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</tbody>
</table>
| Week 12 | George Washington Cable’s *The Grandissimes* (1880)  
**Secondary Source:** Bryan Wagner, “Disarmed and Dangerous: The Strange Career of Bras-Coupe” |
|---------|--------------------------------------------------------------------------------------------------|
| Week 13 | Charles Chesnutt’s *The Conjure Woman* (1899)  
**Secondary Source:** Robert Nowatzki, “‘Passing’ in a White Genre: Charles W. Chesnutt’s Negotiations of the Plantation Tradition in *The Conjure Woman*” |
| Week 14 | Mark Twain’s *The Adventures of Huckleberry Finn* (1884)  
**Secondary Source:** Neil Schmitz, “Mark Twain, Traitor” |
| Week 15 | W.E.B Du Bois’s *The Souls of Black Folk* (1903) |
ENGL 5543 P01: British Literature, 1650 to Present

Instructor: Sarah Wakefield
Office: Hilliard 213 (936/261-3726)
Office hours: MWF 10-11 and 12-1; 12-2; online TR 12-2
E-mail: srwakefield@pvamu.edu

COURSE DESCRIPTION

ENGL 5543, British Literature, 1650-present. (3-0) Credit 3 semester hours. Survey of English poetry, drama, and prose of the Restoration, Romantic period, Victorian era and 20th century emphasizing cultural and intellectual contexts and attention to current critical trends in the study of British literary history.

COURSE POLICY

Texts & Materials:

Goals & Outcomes:
Credit 3 semester hours. Survey of English poetry, drama, and prose of the Restoration, Romantic period, Victorian era and 20th century emphasizing cultural and intellectual contexts and attention to current critical trends in the study of British literary history.

Learning Outcomes:
1. demonstrate knowledge of major periods in the history of British literature and the various forms of written texts from those periods.
2. demonstrate knowledge of the major similarities and differences among British literatures.
3. demonstrate ability to use research tools, methods, and forms of documentation in advanced scholarly research.
4. utilize standard terminology for advanced literary analysis.
5. understand major paradigms (formalist, reader-response, post-colonialist, etc.) for analysis of literatures.
6. demonstrate knowledge of the English language, including its structure and grammar at advanced levels.
7. demonstrate ability to write advanced research papers and critical analyses on language, literature, or pedagogy.

Course Evaluations & Grades:
This course requires a multi-step seminar paper, midterm exam, class presentations, and participation. It functions on a point system. There will be a total of 715 points over the semester, which means final grades will be assigned as follows:

684-765 points = "A"
608-683 points = "B"
531-607 points = "C"
455-530 points = "D"
454 points and lower = "F"
Draft 1 (100 points) will be a 6-page paper over a general topic of your choosing, involving 1-2 works of literature covered through Week 4 of the course and at least 4 outside sources, all of which must be books or journal articles that you find either in print or through library databases / Google Books / www.findarticles.com. Format is MLA. It will be due during Week 6 of the course.

Draft 2 (150 points) will expand Draft 1 to 12 pages in length, adding at least 3 more sources and 1-2 works covered between Weeks 5 and 7 of the course. It will be due during Week 10 of the course.

Final Seminar Draft (300 points) will be at least 20 pages in length and will be the final exam for the course. It will add at least one major work covered in Weeks 8 through 14 to Draft 2 and at least 6 more outside sources for a total of 15 sources minimum. Due date is the last day of classes by midnight, submitted electronically via eCourses.

The week before each draft deadline, each student will get one-on-one conference time, during class, to discuss thesis statements, content, finding sources, citation, organization, etc.

Midterm Exam (100 points) will occur during Week 8 of the course. You will be given an unfamiliar passage and/or poem from the Restoration or Romantic era and asked to write a developed essay response in which you compare the new work to at least two pieces of literature covered during Weeks 1 through 7.

Class presentations (2 at 25 points each) will cover one work of literature from the schedule readings; you will do one before midterm and one after. You will open class by explaining your interpretation to the class and introducing one piece of criticism from a scholarly source (book or journal article) to the class, summarizing its position and explaining whether you agree or disagree with the critic. You will then lead class discussion for at least 15 minutes.

Participation (Weeks 1-13 at 5 points each) will come from your presence the entire class period, with copies of the week's literature and contributions to the discussion.

Attendance Policy:
PVAMU requires regular class attendance. Excessive absences will result in lowered grades (see participation grade). Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or in assignment of a grade of "F." Absences accumulate starting with the first day of class.

An excused absence includes the following: doctor’s appointment during class time, illness where doctor said you couldn’t attend class, illness of your child, participation in an approved PVAMU event (ROTC, sports, conference), or attendance of a funeral. You must provide documentation within one week of your absence. I need to keep a copy of your paper documentation for my records as well. I keep track of your excused absences, but you earn no participation points when you are not in class.

We will have some class sessions through eCourses, and to get counted present for those weeks, you must log in and respond to the appropriate activities.

Academic Appeals Process:
Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor’s assessment of their academic performance, the student has the right to
appeal by the procedure listed in the Graduate Catalog and by doing so within 30 days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

ADA Statements:
Students with disabilities who believe they may need an adjustment in this class are encouraged to contact the Office of Disabilities Services at (936) 857-2693/2694 as soon as possible. Once you receive an letter of adjustment from the office, make an appointment with me to discuss appropriate adjustments for this class (note takers, extended time for in-class essays, etc.).

Definition of Cheating and Plagiarism:
PVAMU is dedicated to a high standard of academic integrity among its faculty and students. In becoming part of the PVAMU academic community, students are responsible for honesty and independent effort.

Students should follow MLA Style for citation. See the Purdue Online Writing Lab, linked from the eCourses page, as well as the course site itself, for clear guidelines. Disciplinary action will be taken against any student who alone or with others engages in any act of academic fraud or deceit:
- using material from a source not included on your Works Cited page
- not putting direct quotes in quotation marks
- making up sources
- having someone else write your paper
- turning in parts or all of a paper you found on the Internet
- buying a paper
- collusion (writing a paper with a friend, with both of you submitting the same essay)

If I believe you have engaged in any form of scholastic dishonesty, I will recommend you receive a zero on the assignment in question. In a graduate course, expectations are high. The procedure outlined in the Graduate Catalog will be followed in all cases; once I have expressed concerns about academic dishonesty, your first step is to discuss the problem with me. These are very serious matters.

If you have any questions about the use you are making of sources for your assignments, see me before you turn in the draft, because I will be happy to help you figure out how to write an MLA-style paper.

Course Expectations & Advice:
- Be ready for class. Look ahead on the schedule and plan your studies accordingly.
- Although attending office hours is not required, consultations are strongly recommended.
- Familiarize yourself with eCourses.

Student Responsibilities:
The student is expected to be fully knowledgeable of the contents of this syllabus and his/her rights as a PVAMU student as stated in the University Catalog and in the Schedule of Classes.

Important University Calendar Dates:
- Last day to add/drop courses and to change/add/drop a major or minor program
- 12th class day / dropped for non-payment; last day to withdraw without record
- Withdrawal with "W" ends
- Priority registration for next semester scheduled to begin
## SCHEDULE OF ACTIVITIES, READINGS, AND HOMEWORK

<table>
<thead>
<tr>
<th>Week</th>
<th>Activity</th>
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</table>
| **Week 1** | Course Policy distributed and explained  
Introduction to the Restoration period  
Discussion of poems by John Dryden and John Bunyan's *Pilgrim's Progress* |
| **Week 2** | Aphra Behn's *Oroonoko*  
William Congreve's *The Way of the World*  
Slavery and Restoration comedy: two opposite poles of a culture |
| **Week 3** | Presentations  
Jonathan Swift's poems, excerpts from *Gulliver's Travels*, and *A Modest Proposal*  
Alexander Pope's *The Rape of the Lock* and "An Essay on Criticism"  
Satire and comedy; nature of literature |
| **Week 4** | Joseph Addison and Richard Steele, selected essays from *The Spectator*  
Samuel Johnson's *Rasselas* and *Ramblers*  
Excerpts from Samuel Richardson's *Clarissa*  
Periodical writing and early novels |
| **Week 5** | Presentations  
Draft meetings  
**Complete Draft 1 for next week** |
| **Week 6** | William Wordsworth  
Samuel Taylor Coleridge |
| **Week 7** | Jane Austen, excerpts from *Pride and Prejudice*  
Poetry by Byron, Shelley and Keats |
| **Week 8** | **MIDTERM EXAM** |
| **Week 9** | Presentations  
Thomas Carlyle, Robert Browning, and Elizabeth Barrett Browning  
Excerpts from Charles Dickens's *Great Expectations*  
Draft meetings  
**Complete Draft 2 for next week** |
| **Week 10** | Alfred Tennyson, Matthew Arnold, and Christina Rossetti  
Excerpts from Charlotte Bronte's *Villette* |
| **Week 11** | Thomas Hardy, Gerard Manley Hopkins, and Rudyard Kipling  
Joseph Conrad, *Heart of Darkness* |
| **Week 12** | Presentations  
Plays by Oscar Wilde and George Bernard Shaw |
| **Week 13** | Presentations  
James Joyce, T.S. Eliot, D.H. Lawrence, Virginia Woolf |
| **Week 14** | Samuel Beckett, W.H. Auden, Seamus Heaney, Angela Carter, Dylan Thomas |

**Final Draft due the last day of classes by midnight in eCourses**
Dr. Mathison  
Prairie View A&M University

SYLLABUS
ENGL 5553: Seminar in British Literature  
The Golden Age of Children’s Literature

Office Hours: MWF 11-12:50 and 3-5, and by appointment.

Office: Hilliard 219  Phone: x3714  Email: yjmathison@pvamu.edu

Catalog Course Description: ENGL 5553. Seminar in British Literature. (3-0) Credit 3 semester hours. Intensive study of a particular theme, genre, tradition, or period within British literary history. It emphasizes historical, cultural, and literary analysis as well as scholarly research.

Course Description:
Our concept of children and childhood was greatly influenced by the Romantics and their revolutionary idea of the inherent innocence of children. The golden age of children’s literature begins in nineteenth century Britain, flowering with such writers as Lewis Carroll, Charles Kingsley, and George McDonald, and ending around World War I. Children’s literature reflected the “adult” cultural, social, economic, and political issues of the day. In this course we will focus on some of these major issues: What are the differences between “adult” and children’s literature? What is the significance of adults writing to children? Are children as “innocent” as adults believe them to be? We will consider the significance of the publishing industry on children’s literature as it becomes a popular and lucrative industry, creating new products, such as boy’s and girl’s only magazines. This new literature, very much influenced by the adult novel, also created new genres, such as the boy’s adventure novel of the empire, schoolboy (girl) fiction, and the fantasy novel. What is the significance of these new genres? What do they tell us about children and children’s literature? Are these novels propaganda novels with adults imposing their views onto children? Are there differences between adult and children’s literature in the ways social, political and economic issues are presented? These are some of the issues that we will discuss in this course.

Purpose and Objectives of Course:
- To acquaint students with a wide selection of works from the vast expanse of British Literature;
- To provide students with an acquaintance with literary history and the British literary tradition;
- To increase students’ ability to read, appreciate, and analyze prose, poetry, and dramatic texts;
• To increase students' critical analysis and critical writing skills.

Course Learning Outcomes for Graduate ENGL Literature and Research Courses:
1. Demonstrate knowledge of major periods in the history of British, American, and world literature and the various forms of written texts from those periods
2. Demonstrate knowledge of the major similarities and differences among British, American, and other literatures
3. Demonstrate ability to use research tools, methods, and forms of documentation in advanced scholarly research
4. Utilize standard terminology for advanced literary analysis
5. Understand major paradigms (formalist, reader-responses, post-colonialist, etc.) for analysis of literature
6. Demonstrate knowledge of the English language, including its structure and grammar at advanced levels
7. Demonstrate ability to write advanced research papers and critical analyses on language, literature, or pedagogy.

Required Textbooks:
Mrs. (Mary Martha) Sherwood, Little Henry and His Bearer (Handout)
Lewis Carroll, Alice in Wonderland
Thomas Hughes, Tom Brown's Schooldays
Charles Kingsley, The Water-Babies
Robert Louis Stevenson, A Child's Garden of Verses
George McDonald, At the Back of the North Wind
Rudyard Kipling, Kim
Kenneth Grahame, The Wind in the Willows
Beatrix Potter, The Tale of Peter Rabbit
J. M. Barrie, Peter Pan

Grading Policy:
- Midterm Exam 20%
- Final Exam 20%
- Student Presentation 20%
- Research paper 40%

Student Academic Appeals Process:
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness or any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive Absenteeism whether excused or unexcused may
result in a student's course grade being reduced or in assignment or a grade of "F." Absences are accumulated beginning with the first day of class.

**ADA Statement:**
Students with disabilities who believe they may need an adjustment in this class are encouraged to contact the Office of Disability Services at (936) 261-3581 as soon as possible. Once you receive a letter of adjustment from the office, kindly make an appointment with me to discuss appropriate adjustments for this class.

**Definitions of Cheating and Plagiarism:**
Prairie View A&M University is dedicated to a high standard of academic integrity among its faculty and students. In becoming part of the Prairie View A&M University academic community, students are responsible for honesty and independent effort. Disciplinary action will be taken against any student who alone or with others engages in any act of academic fraud or deceit.

**Student Responsibilities:** The student is expected to be fully knowledgeable of the contents of this syllabus, his/her rights and responsibilities as a student of this university, as stated on pages 27-34, and 75-102 of the 1998-2001 University Catalog, and pages 11-14 of the Spring 2002 Schedule of Classes.

**Grade of “I”:** A grade of “I” may be given in cases of documented emergencies or tragedies that prohibit a student from completing the course. In order to receive a grade of “I,” approval must be granted by the Department Head and Dean.

**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction and historical background of children’s literature</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>Mrs. Sherwood, <em>Little Henry and His Bearer</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>Lewis Carroll, <em>Alice in Wonderland</em></td>
</tr>
<tr>
<td>Week 4</td>
<td>Thomas Hughes, <em>Tom Brown’s Schooldays</em></td>
</tr>
<tr>
<td>Week 5</td>
<td>Charles Kingsley, <em>The Water-Babies</em></td>
</tr>
<tr>
<td>Week 6</td>
<td>George McDonald, <em>At the Back of the North Wind</em></td>
</tr>
<tr>
<td>Week 7</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Week 8</td>
<td>Robert Louis Stevenson, <em>A Child’s Garden of Verses</em></td>
</tr>
</tbody>
</table>
Week 9  Beatrix Potter, *The Tale of Peter Rabbit*

Week 10  Rudyard Kipling, *Kim*

Week 11  Kenneth Grahame, *The Wind in the Willows*

Week 12  J. M. Barrie, *Peter Pan*

Week 13  discussion and **Research Paper Due**

**Final Exam**
Prairie View A&M University
Department of Languages and Communications
ENGL 5563: Seminar in Comparative Literature

Instructor: James M. Palmer, Ph.D.
Telephone: x3723; Email: jmpalmer@pvamu.edu; Office: Hilliard 208
Office: MTWR 8-11 a.m.

Catalog Description of ENGL 5563. Seminar in Comparative Literature. (3-0) Credit 3 semester hours. This course will focus on the critical theory and practice of comparing world literatures. Comparisons may involve issues such as translation; national and cultural identities; and problems of interpretation across political, religious, and cultural boundaries.

Course Overview:
Although this course will introduce you to the available resources in literary studies and enable you to search and find materials fairly quickly, its aim is not to teach research methods. Rather, focusing on conflicting theoretical approaches to the discipline and to texts, the course will allow you explore various genres of literature from around the world and the differences and similarities across borders.

Course Outcomes...By the end of this course, you will be able to:
1) demonstrate knowledge of scholarly research and current theoretical approaches to literature.
2) think critically and analytically about both primary and secondary materials.
3) demonstrate understanding of the major periods in the history of British, American, and world literatures.
4) demonstrate understanding of written texts from major periods in the history of British, American, and world literatures.
5) demonstrate understanding of the similarities and differences among literatures.
6) utilize standard terminology needed in advanced literary analysis.

Required Texts:
3. The Bible (Genesis)
4. The Quran (selected Surahs)
5. *Don Quixote*, Miguel de Cervantes
7. *A Streetcar Named Desire*, Tennessee Williams
8. *Burger's Daughter*, Nadine Gordimer
9. *Canto General*, Pablo Neruda
10. *Joy Luck Club*, Amy Tan

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<tr>
<th>Grade Distribution:</th>
<th>Percentage</th>
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<tr>
<td>Fourteen Precis and Discussion Participation</td>
<td>30%</td>
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<tr>
<td>Twenty-Page Seminar Paper Comparing Two Texts from Two Cultural Traditions</td>
<td>40%</td>
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<tr>
<td>Final Exam/Practice MA Exam</td>
<td>30%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Assignments:
Precis in MLA style are required each week. These will come from *Falling into Theory* and *Comparative Literature* listed for the week. I will give you samples to help guide you. These will help you to write a major seminar paper comparing the works from two cultural traditions along with the theoretical framework that guides you interpretation and analysis. The final exam will be a comprehensive examination of your knowledge of both the primary and theoretical materials we have read and studied this semester. It will both resemble and prepare you for the MA exam you are required to pass to earn your MA in English.

Course and/or University Policies:

ADA Statement:
Students with disabilities who believe they may need an adjustment in this class are encouraged to contact the Office of Disabilities Services at (936) 857-2693/2694 as soon as possible. Once you receive a letter of adjustment from the office, kindly make an appointment with me to discuss appropriate adjustments for this class.

Attendance and Participation:
Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive Absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

I, like you, will be learning in this class, so quality participation in class discussion and in groups is important to the success of this course. I will keep a record of your attendance. You may miss one class meeting for any reason. After the second absence your final grade will be lowered by 5% for each absence thereafter, since we only meet once a week. I will treat habitual tardiness in the same way I treat absences. I always take attendance, whether you see me do it or not.

Student Academic Appeals Process:
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Late Work Policies:
The course design relies on students' full participation in a sequence of assignments; therefore, late out-of-class assignments will not receive credit. Missed in-class exercises cannot be made-up. An absence is NOT an excuse for missing an assignment due date.

All assignments must be submitted in a timely manner. Due dates will be announced well in advance of deadlines. Due dates are also listed on the syllabus. Individual students are responsible for seeing that their own work is submitted; do not tell me that someone failed to deliver your work. Athletes and those involved in other extracurricular activities will not be excused from this policy because of out-of-town events. Work may be handed in early, but not late. For further details, see the Attendance Policy of the Undergraduate Catalog. Also consult pages concerning Grading/Class Related Appeals.

Plagiarism and Academic Honesty
Prairie View A&M University is dedicated to a high standard of academic integrity among its faculty and students. In becoming part of the Prairie View A&M University academic community, students are
responsible for honesty and independent effort. Disciplinary action will be taken against any student who alone or with others engages in any act of academic fraud or deceit.

This means that you are required to do original work in this course. Plagiarism occurs when someone knowingly and intentionally tries to substitute someone else's work for his or her own. Anyone who plagiarizes (even the work of a former or current student) will fail that assignment. We will talk at some length about what constitutes plagiarism in this age of computers and the World Wide Web.

**General Grade Guidelines:**

**A** The grade of A indicates work of **exceptional quality**. Papers which receive A's address the assignment thoroughly, appropriately, and insightfully; are sophisticated in structure, syntax, and diction; and conform to appropriate conventions of grammar, mechanics, and usage.

**B** The grade of B indicates work of **above average quality**. Papers which receive B's address the assignment thoroughly and appropriately; are clearly focused; demonstrate sound structure, appropriately varied syntax, and diction suitable for the assignment; and conform to appropriate conventions of grammar, mechanics, and usage.

**C** The grade of C indicates **satisfactory completion of the assignment**. Papers which receive C's meet the goals of the assignment adequately; have an identifiable and appropriate focus; are clearly structured and written, and are relatively free of errors in grammar, mechanics, and usage.

**D** The grade of D indicates **unsatisfactory, yet passing, work**. Papers which receive D's may be successful in some areas, but are weakened in one or more way, including failure to address the assignment; unclear focus; confusing structure; simplistic or flawed syntax and diction, or a number of errors in grammar, mechanics, and usage.

**F** The grade of F; indicates **failing work**. Papers may receive F's for failing to address the assignment; lack of focus; organizational deficiencies; significant errors in syntax and diction; or large numbers of errors in grammar, mechanics, and usage.
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<tr>
<th>Date</th>
<th>Activity and Discussion</th>
<th>Notations</th>
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<tbody>
<tr>
<td>Week One</td>
<td>Introduction to Class; Readings: Comparative Literature. Annotated Bibliographies. Introduction to MLA and Databases. Discuss: &quot;Why We Read: The University, the Humanities, and the Province of Literature.&quot;</td>
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<td>Bernheimer &quot;The Bernheimer Report, 1993&quot;</td>
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<td>Week Four</td>
<td>Deleuze and Guattari &quot;What is a Minor Literature&quot; (Adrienne); Gates, Jr. &quot;Canon Formation, Literary History, and the Afro-American Tradition&quot; (Jennifer); Sedgwick &quot;Epistemology of the Closet&quot; (Joy); Said &quot;The Politics of Knowledge&quot; (Teresa); Guillory &quot;The Canon as Cultural Capital&quot; (Kimberly)</td>
<td>3 Precis</td>
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<td>Week Five</td>
<td>Bloom &quot;Elegiac Conclusion&quot; (Ayana); Barthes &quot;The Death of the Author&quot; (Adrienne)</td>
<td>2 Precis</td>
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<td>Pratt &quot;Comparative Literature and Global Citizenship&quot;</td>
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<td>Samuel Beckett Waiting for Godot</td>
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<td>Miguel de Cervantes Don Quixote, Chs. 1-23</td>
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<td>Week Six</td>
<td>Fish &quot;How to Recognize a Poem When You see One&quot; (Jennifer); Gilbert and Gubar &quot;The Female Swerve&quot; (Joy); Moi &quot;Sexual/Textual Politics&quot; (Teresa); Achebe &quot;An Image of Africa&quot; (Kimberly); Booth &quot;Who Is Responsible in Ethical Criticism, and for What?&quot; (Ayana) Begin Goodrich's Burger's Daughter (Ch. 1)</td>
<td>3 Precis</td>
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<td>Week Seven</td>
<td>Nadine Gordimer Burger's Daughter</td>
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<td>Seminar Paper Workshop</td>
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<td>Week Eight</td>
<td>Nussbaum &quot;The Literary Imagination&quot;</td>
<td>1 Precis</td>
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<td>Riffaterre &quot;On the Complementarity of Comparative Literature and Cultural Studies&quot;</td>
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<td>Amy Tan The Joy Luck Club</td>
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<td>Week Nine</td>
<td>Levine &quot;Reclaiming the Aesthetic&quot;. Berube &quot;Aesthetics and the Literal Imagination&quot;</td>
<td>2 Precis</td>
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<td>Tennessee Williams. A Streetcar Named Desire</td>
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<td>Week Ten</td>
<td>Narrative Theory. Film Version of A Streetcar Named Desire</td>
<td>14 Revised and</td>
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<tr>
<td>Eleven</td>
<td>Review; Seminar Paper Workshop</td>
<td>Polished Precis Due:</td>
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<td>Week Twelve</td>
<td>Final Oral Exam;</td>
<td>Final exam Paper Due</td>
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<td>Seminar Paper Due</td>
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PRAIRIE VIEW A&M UNIVERSITY
Department of Languages and Communications

Welcome to ENGL 5573: Seminar in Rhetoric
Presidential Written Rhetoric
SYLLABUS

Instructor: Dr. Tonya M. Scott  Office: 207 Hilliard
e-mail: tmscott@pvamu.edu Office Phone: 936/261-3738

Course Description: Seminar in Rhetoric. (3-0) Credit 3 semester hours. This rhetorical studies seminar involves the critical study of the theory and/or practice of persuasion within a particular period, tradition, or context. The course may examine a particular tradition in rhetorical theory, or it may explore the ways in which rhetorical appeals are structured within a particular context.

Course Goals and Objectives:
As a result of the course, students should (1) understand and apply rhetorical vocabulary, theory, and principles (2) rhetorically and stylistically analyze various forms of discourse; (3) compose an extended, publishable rhetorical analysis

Required Texts:

Jimmy Carter's We can have Peace in the Holy Land: A Plan that will Work
Winston Churchill's Never Give In!: The Best of Winston Churchill's Speeches
Bill Clinton's My Life
Nelson Mandela's Long Walk to Freedom
Barack Obama’s Dreams from my Father and The Audacity of Hope

Attendance Policies and Course Guidelines: Since this is a graduate course, it is necessary for you to be in class every day, on time, and ready to contribute to the day's work. If extraordinary circumstances arise, please contact me to work out the details.

Grading and Evaluation Methods: I will base your final grade on the quality of your work for the following out of 100%:

Graded Assignments

- Seminar Paper (20-25pp) 40%
- Book Review 25%
- Article Abstract 15%
- 10 Weekly Reading/Viewing/Discussing Logs (2-page minimum/3-page maximum 12-point Times New Roman font, 1-inch margins on all sides) 15%
- Seminar Paper Presentation 5%

*There will be no mid-term or final exam.

Logs: Guided & Independent (Reading/Viewing/Discussing)
Each student is required to type weekly logs due at the beginning of each class, beginning with log #1 due Week 2 and log #10 due Week 11. I will penalize late logs according to the late policy following these specifications: MLA heading (including a title), 2-page minimum/3-page maximum, 12-point Times New Roman font, 1-inch margins on all sides.

**ADA Statement:** Students with disabilities who believe they may need an adjustment in this class are encouraged to contact the Office of Disabilities Services at 936-857-2693/2694 as soon as possible. To discuss appropriate adjustments for this class once you receive a letter of adjustment from the office, please come to my office during my office hours or make an appointment with me.

**Definition of Cheating and Plagiarism (i.e., Scholastic/Academic Dishonesty):** The intentional use of someone else’s words and/or ideas is considered to be academic dishonesty and cannot be tolerated, especially at the graduate level. For a full and useful discussion of the complexities of plagiarism, see Rebecca Moore Howard’s *College English* article, “Plagiarisms, Authorships, and Academic Dishonesty.”

**Grade of I:** An instructor may record a grade of I (incomplete) in cases of documented emergencies or tragedies that prohibit a student from completing the course. In order to receive a grade of I, the Department Head and Dean must approve it. The student must be in good standing with the University and must be passing the course at the time he/she requests the incomplete.

**Support Services:**

**Library**
Since you pay a Library Access fee and must type and print certain assignments for this class, please utilize the John B. Coleman (JBC) Library’s printing services. For more information regarding JBC Library’s printing services, please contact the JBC Library: 936/857-2012.

**PLEASE NOTE:** The instructor reserves the right to make changes to this syllabus and/or following calendar during the course of the semester.
ENGLISH 5573 COURSE CALENDAR FOR FALL 2009 (Subject to change)
(Activities, Readings, Homework Assignments, Exams, etc.)
PLEASE have the assignment from the text or handout—if I give the handout to you
to prior to the day I ask you to read it—read **before** coming to class, and bring all of
your materials to class each day. Frequently check eCourses for updates and
assignments.

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<tr>
<th>Date</th>
<th>Activity and Discussion</th>
<th>Due/Important Dates</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Course</td>
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<td>Week 2</td>
<td>Dreams from My Father Prologue-Chapter 8: Article Abstract Assignment Sheet</td>
<td>Log #1</td>
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<td>Week 3</td>
<td>Dreams from My Father Chapters 9-epilogue</td>
<td>Log #2</td>
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<td>12th Class Day (courses dropped for non-payment)</td>
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<td>Week 4</td>
<td>The Audacity of Hope Prologue-chapter 4: Book Review Assignment Sheet</td>
<td>Log #3</td>
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<td>Week 5</td>
<td>The Audacity of Hope Chapters 5-Epilogue</td>
<td>Log #4</td>
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<td>20th Class Day</td>
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<td>Week 6</td>
<td>Long Walk to Freedom Parts 1-6</td>
<td>Log #5</td>
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<td>Article Abstract is due.</td>
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<td>Week 7</td>
<td>Long Walk to Freedom Parts 7-11: Seminar Paper Assignment Sheet</td>
<td>Log #6</td>
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<td>Mid-semester Examination Period</td>
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<td>Week 8</td>
<td>My Life Prologue-Chapter 25</td>
<td>Log #7</td>
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<tr>
<td>Week 9</td>
<td>My Life Chapters 25-55</td>
<td>Log #8</td>
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<td>Book Review is due.</td>
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<tr>
<td>Week 10</td>
<td>Never Give In!</td>
<td>Log #9</td>
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</table>
| Week 11 | *Never Give In!* | Log #10  
Begin presentations. |
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<tr>
<td>Week 12</td>
<td><em>We can have Peace in the Holy Land</em> Intro-Chapter 4</td>
<td>Conclude presentations.</td>
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<tr>
<td>Week 13</td>
<td><em>LAST CLASS DAY: We can have Peace in the Holy Land</em> Chapters 4-9</td>
<td><em>The Seminar Paper</em></td>
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PRAIRIE VIEW A&M UNIVERSITY
Department of Languages and Communications

Welcome to ENGL 5583: Survey in Composition Theories

SYLLABUS

Instructor: Dr. Tonya M. Scott  
Office: 207 Hilliard

e-mail: tmscott@pvamu.edu  
Office Phone: 936/261-3738

Course Description: ENGL 5583. Survey in Composition Theories. (3-0) Credit 3 semester hours. Credit 3 semester hours. Critical study, application, and evaluation of composition theories.

Required Text:


ISBN: 0-8141-0976-4 (paperback)

Attendance Policies and Course Guidelines: Since this is a graduate course, it is necessary for you to be in class every day, on time, and ready to contribute to the day’s work. If extraordinary circumstances arise, please contact me to work out the details.

Grading and Evaluation Methods: I will base your final grade on the quality of your work for the following out of 100%:

Graded Assignments

➢ Seminar Paper (20-25pp)  50%
➢ Short (8-10pp)Theoretical Paper  20%
➢ Presentations  10%
➢ 10 Weekly Reading/Viewing/Discussing Logs (2-page minimum/3-page maximum 12-point Times New Roman font, 1-inch margins on all sides)  20%

*There will be no mid-term or final exam.

Logs: Guided & Independent (Reading/Viewing/Discussing)

Each student is required to type weekly logs due at the beginning of each class, beginning with log # 1 due Week 2 and log #10 due Week 11. I will penalize late logs according to the late policy following these specifications: MLA heading (including a title), 2-page minimum/3-page maximum, 12-point Times New Roman font, 1-inch margins on all sides.

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adjustment from the office, please come to my office during my office hours or make an appointment with me.

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**Support Services:**

**Library**

Since you pay a Library Access fee and must type and print certain assignments for this class, please utilize the John B. Coleman (JBC) Library’s printing services. For more information regarding JBC Library’s printing services, please contact the JBC Library: 936/857-2012.

**PLEASE NOTE:** The instructor reserves the right to make changes to this syllabus and/or following calendar during the course of the semester.
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<tr>
<td>Week 1</td>
<td>Introduction to Course: Defining Composition; Investigating Theoretical Implications</td>
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<td><strong>Section One/The Givens in Our Conversations: The Writing Process</strong></td>
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<td>Week 2</td>
<td>Donald M. Murray's &quot;Teach Writing as a Process Not Product&quot;; Janet Emig's &quot;Writing as a Mode of Learning&quot;; Sondra Peri's &quot;The Composing Processes of Unskilled College Writers&quot;; Nancy Sommers's &quot;Revision Strategies of Student Writers and Experienced Adult Writers&quot;</td>
<td>Log #1</td>
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<td><strong>Section Two/Talking in Terms of Discourse: What it is, How It's Taught</strong></td>
<td>12th Class Day (courses dropped for non-payment)</td>
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<td>Week 4</td>
<td>James L. Kuncevay's &quot;The Basic Aims of Discourse&quot;; Fank J. D' Angelo's &quot;An Ontological Basis for a Modern Theory of the Composing Process&quot;; James Britton's &quot;Spectator Role and the Beginning of Writing&quot;; Short Theoretical Paper Assignment Sheet.</td>
<td>Log #3</td>
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<td>Week 5</td>
<td>Paul C. Rodgers, Jr.'s &quot;A Discourse-Centered Rhetoric of the Paragraph&quot;; Richard Braddock's &quot;The Frequency and Placement of Topic Sentences in Expository Prose&quot;; Patrick Hartwell's &quot;Grammar, Grammars, and the Teaching of Grammar&quot;</td>
<td>Log #4</td>
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<td>20th Class Day</td>
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<td>Week 6</td>
<td>Stephen P. Witte and Lester Faigley's &quot;Coherence, Cohesion, and Writing&quot;; James A Berlin's &quot;Contemporary Composition: The Major Pedagogical Theories&quot;</td>
<td>Log #5</td>
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<td><strong>Section Three/Scientific Talk: Developmental Schemes</strong></td>
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<td>Week 7</td>
<td>Linda Flower and John R. Hayes's &quot;A Cognitive Process Theory of Writing&quot;; Andrea Lunsford's &quot;Cognitive Development and the Basic Writer&quot;; Mina P. Shaughnessy's &quot;Diving In: An Introduction to Basic Writing&quot;</td>
<td>Log #6</td>
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<td>Week 8</td>
<td>Patricia Bizzell's &quot;William Perry and Liberal Education&quot;</td>
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<td>Week 10</td>
<td>Kenneth A. Bruffee’s “Collaborative Learning and the ‘Conversation of Mankind’”; Greg Myers’s “Reality, Consensus, and Reform in the Rhetoric of Composition Teaching; John Trimbur’s “Consensus and Difference in Collaborative Learning.”</td>
<td>Log #9</td>
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<td>Week 12</td>
<td>Patricia Bizzell’s “‘Contact Zones’ and English Studies”; Min-Zhan Lu’s “Professing Multiculturalism: The Politics of Style in the Contact Zone.”</td>
<td>Log #10</td>
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<td>Week 13</td>
<td>Joel Haefner’s “Democracy, Pedagogy, and the Personal Essay”; Gesa E. Kirsch and Joy S. Ritchie’s “Beyond the Personal: Theorizing a Politics of Location in Composition Research”; Mike Rose’s “The Language of Exclusion: Writing Instruction at the University.”</td>
<td>Begin presentations.</td>
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<td>Week 14</td>
<td>Elizabeth A. Flynn’s “Composing as a Woman”; Jacqueline Jones Royster’s “When the First Voice You Hear is not Your Own”; David Bartholomae’s “Inventing the University.”</td>
<td>Conclude presentations.</td>
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<td>Week 16</td>
<td>Final</td>
<td>Dossier</td>
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Studies in Narrative: Narrative Theory in Film

Course Description & Objectives
ENGL 5593. Studies in Narrative. (3-0) Credit 3 semester hours. An advanced investigation into the complexities of narrative (fiction or nonfiction). Through an examination of literary and/or cinematic narratives, this course poses a series of intricate, interconnected questions concerning how stories are produced and consumed; it attempts to arrive at possible “best practices” for reading, watching, writing, and thinking seriously about narrative.

Goals
The goal of this course is to teach you methods for analyzing narrative structure in film. Drawing on readings by David Bordwell, Roland Barthes, Sara Kozloff, and others, students will closely analyze a number of narrative films, using the assigned readings as models for their own critiques. Course readings, class discussions, and writing assignments will focus on two main areas of narrative theory, addressing how narrative systems work in film and how these systems structure the viewer’s experience of a story taking place onscreen.

Requirements
Course requirements include two papers—a 5-7 page sequence analysis and a longer, more developed 10-15 page term paper—a reading/viewing journal, and a formal, in-class presentation. Writing assignments are designed to help you to develop your own ability to write a critical essay on film and to encourage you to apply course methodologies to media viewed outside of class.

Course Outcomes:
1. To demonstrate knowledge of major periods in the history of narrative film and the various forms or genres from those periods;
2. To demonstrate knowledge of the major similarities and differences among the different kinds of narrative film;
3. To demonstrate ability to use research tools, methods, and forms of documentation in advanced scholarly research;
4. To utilize standard terminology for advanced cinematic analysis;
5. To understand major paradigms for the analysis of narrative film;
6. To demonstrate knowledge of the English language, including its structure and grammar at advanced levels;
7. To demonstrate ability to write advanced research papers and critical analyses on narrative cinema.
Required Texts

Roland Barthes.  \textit{S/Z}.
David Bordwell.  \textit{Narration and the Fiction Film}.
Sara Kozloff.  \textit{Overhearing Film Dialogue}.

All online documents/material—whether on eCourses or on the Internet—will be available free of charge.

If you don’t already have one from previous classes, you may also want to consider buying a writing handbook. This will be especially useful if you are rusty/unfamiliar with MLA format, as your term paper will need to be in MLA format. Please come see me if you have questions about using a particular writing handbook.

Required Materials

One sturdy, good-sized three-ring binder.
Internet access.
An e-mail account (you are responsible for ensuring that your account is up and running).

Course Requirements

\textit{Group Presentation}: Each student will deliver a 20-minute class presentation that addresses a term, concept, stylistic device, or issue raised by the week’s reading. Students must bring visual materials—a video clip, PowerPoint slides, photographs—to illustrate/explicate their chosen presentation. I encourage presenters to select challenging media examples which help to push or develop a concept addressed in the reading (for example, a more modern example of a classical Hollywood stylistic device, or a clip that undermines or expands a concept addressed in the reading).

Presenters will submit a typed summary of their presentation on the day that it is given. This summary should both outline the presentation and clearly state the presentation’s point or thesis.

\textit{Weekly Viewing/Reading Journal}: Students should keep a weekly journal that both outlines the basic synopses of the week’s readings and responds to its content on an intellectual level. In addition, students will need to briefly apply the reading to a specific film or television program. Use this journal to document quotes and develop notes and concepts for your own term papers. Students should be prepared to present their responses and, if possible, film examples in class. I will collect these responses at the middle and end of the semester.

\textit{Papers}: Students will write two papers, the second building on the first. The first essay will be a formal analysis following the strategies of David Bordwell in \textit{Narration and the Fiction Film}. It will be of one to three scenes from a film or TV show that is readily available for me to screen on DVD or videocassette. This analysis must be 5–7 pages in length and in essay form.

The second essay will deal with the film as a whole and will incorporate strategies, concepts, and approaches from Roland Barthes’ \textit{S/Z} and/or Sara Kozloff’s \textit{Overhearing Dialogue}. At this point your major concern will be the narrative structure of the whole work, and how viewers might be
led to interact with or react in certain ways to the events and characters onscreen. This paper should incorporate the work that you did on the first essay and must be 10-15 pages long.

**Format Guidelines:** All written material submitted in this course must be titled, typed, double-spaced, stapled, and printed in black ink, using a standard 12-point font, on one side of standard 8 1/2" x 11" printer paper. **The only exceptions to this are your responses, which will be submitted through our course website.**

**TrueOutcomes and PVAMU Assessment**

TrueOutcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an “artifact” (an item of coursework that serves as evidence that course objectives are met) and will be loaded into TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

TrueOutcomes also allows students to electronically post documents that can be used to create an electronic portfolio (e-portfolio) for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes website at: www.trueoutcomes.net. A student’s Login is the first part of their PVAMU email address; the password is the login plus the last four digits of their CWID. For example: Login: jmsmith; Password: jmsmith9998

**Course and/or University Policies**

**ADA Statement:** “The Americans with Disabilities Act (ADA) is a federal anti discrimination statute that ... provides comprehensive civil rights protection to individuals with disabilities.” Public entities such as Prairie View A&M University must “provide reasonable accommodations for the student’s known disability in order to afford an equal opportunity to participate” in the University’s courses and activities.

Anyone in this class who needs accommodations related to a disability should make an appointment with me as soon as possible. Students with a disability requiring accommodation should also contact the Office of Disabled Student Services, 315 Evans Hall (936) 857-2610.

**Attendance and In-Class Participation:** It is vital to your success and the success of the class as a whole that you attend each class meeting and do so punctually.

One skill that you likely learned in courses prerequisite to this one is how to properly and effectively cite the material used as sources for your written assignments. Here are a few situations that constitute plagiarism:

1. Using another person’s ideas, words, or sentence structures without using quotation marks or a standard form of documentation. (Even if you alter the original and put it into your own words, you plagiarize if you do not acknowledge that source.)
2. Using sentences, texts, or images from the Internet or World Wide Web without acknowledging the source.
3. Handing in essays not written solely by you or turning in materials written by someone else, such as a friend, a roommate, a relative, or former student.
General Grade Guidelines:

"A": The grade of A indicates work of exceptional quality. Papers which receive A's address the assignment thoroughly, appropriately, and insightfully; are sophisticated in structure, syntax, and diction; and conform to appropriate conventions of grammar, mechanics, and usage.

"B": The grade of B indicates work of above average quality. Papers which receive B's address the assignment thoroughly and appropriately; are clearly focused; demonstrate sound structure, appropriately varied syntax, and diction suitable for the assignment; and conform to appropriate conventions of grammar, mechanics, and usage.

"C": The grade of C indicates satisfactory completion of the assignment. Papers which receive C's meet the goals of the assignment adequately; have an identifiable and appropriate focus; are clearly structured and written, and are relatively free of errors in grammar, mechanics, and usage.

"D": The grade of D indicates unsatisfactory, yet passing, work. Papers which receive D's may be successful in some areas, but are weakened in one or more ways, including failure to address the assignment; unclear focus; confusing structure; simplistic or flawed syntax and diction, or a number of errors in grammar, mechanics, and usage.

"F": The grade of F, indicates failing work. Papers may receive F's for failing to address the assignment; lack of focus; organizational deficiencies; significant errors in syntax and diction; or large numbers of errors in grammar, mechanics, and usage.

Grading Scale:
A=100-90
B=89-80
C=79-70
D=69-60
F=59 and below

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<th>Grade Distribution</th>
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<td>Responses to Weekly Screenings</td>
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<td>30%</td>
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<tr>
<td>Class Presentation</td>
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Course Calendar

All assignments are to be read before the date under which they are listed (handouts will be provided before the date by which they are listed). In order to most effectively address class need, I may occasionally assign a reading the meeting before I expect it to have been read. As a result, I strongly suggest exchanging contact information with a classmate or two, in case you are absent and miss an assignment.

WEEK 1
1/19: MLK—University Holiday.
1/21: Syllabus distribution.

WEEK 2
1/26: Introduction to the course.
1/28: In-class screening: Duck Amuck; various classic animated/stop-motion shorts ("Steamboat Willie," Charlie Bowers, etc.).

WEEK 3
2/2: From Bordwell: Through page 98.
2/4: In-class screening: Living in Oblivion.

WEEK 4
2/9: From Bordwell: Pages 99-204.
2/11: In-class screening: The Limey.

WEEK 5
2/16: From Bordwell: Pages 205-270.
2/18: In-class screening: Blast of Silence.

WEEK 6
2/25: In-class screening: Visions of Light.
WEEK 7
3/2: **Sequence Analysis Workshop**: Please bring your selected film as well as your sequence analysis with you to this class meeting! Each student will play their sequence and then present/read their analysis to the rest of the class (this will help you determine whether your analyses are visual enough for the reader to "see" what you are describing). I will also point out what you are doing well and offer comments/advice for anything that needs improvement.
3/4: Sequence Analysis Workshop, cont.

WEEK 8

WEEK 9: SPRING BREAK
3/16: Spring Break; campus closed.
3/18: Spring Break; campus closed.

WEEK 10
3/25: In-class screening: *Stormy Weather*.

WEEK 11
4/1: In-class screening: *Touch of Evil*.

WEEK 12
4/6: From Barthes: Pages 116 to the end.
4/1: In-class screening: *Contempt*.

WEEK 13
4/15: In-class screening: *Nashville*.

WEEK 14
4/20: From Kozloff: Your choice of the most applicable of the four chapters on dialogue and genre.
4/22: In-class screening: *Ganja & Hess*.

WEEK 15
4/27: In-class screening: *Duck You Sucker!* (a.k.a., *Fistful of Dynamite*)
4/29: Course wrap-up.
ENGL 5613 - Special Topics: The 20th Century Anglophone Caribbean Novel

Dr. Ulrick Casimir
Bldg./Room: Office:
Semester/Year: Office Hours:
Meeting Times: E-mail:

Course Description
ENGL 5613. Special Topics. (3-0) Credit 3 semester hours. A critical examination of a topic in an area unified by period, genre, theme, language source, or national origin. May be repeated for credit when topics vary.

Detailed Description
This course is an advanced introduction to the 20th century Caribbean novel, with an emphasis on novels that are fairly well established in the academic canon, particularly that of the United States. The primary reading for this course consists of ten novels and just a few short stories. The publication dates of these novels and stories range from the 1890s to the late 20th century. Although the places of origin for the selected authors represent only a small number of the archipelago, English-speaking islands, the islands featured, Jamaica, Barbados, and Trinidad, for instance, are responsible for a significant number of the 20th century Anglophone Caribbean novels currently in the U.S. academic canon.

Course Objectives
The main objective of this course is to familiarize students with the Caribbean novel written in English. As we shall see, in part due to the fragmentary-yet-interconnected nature of the Caribbean, as well as the heavy amount of emigration that has taken/continues to take place from the region to Europe and the United States, surveys of Caribbean literature tend to be knotty affairs. It is difficult and perhaps disingenuous, for instance, to study the Anglophone literature of the region in complete isolation from the Hispanophone and Francophone contributions. And it can be infinitely more difficult to survey the literature of the entire region, since to survey is to draw connections through similarities, and the literature of even adjacent islands whose residents speak the same language(s) can sometimes bear more differences than similarities. Furthermore, while a chronological approach resolves some difficulties, the frequent distrust and constant reevaluation of history in the region, literature means that such an approach resolves only about as many difficulties as it ultimately generates.

To skirt some of these difficulties, the primary readings for this course have been arranged thematically, with an emphasis on identifying some of the most significant problems that preoccupied the Anglophone Caribbean novel in the 20th century. The structure of the course itself is a function of which problems tend to be most closely related thematically. The problems we will focus on in this course are, briefly: History; Acculturation; Hybridity; Dialect; Emigration/Exile; Issues of Readership; Gender; and the Politics of Representation. While the primary texts within each problem are chronologically arranged, the places of origin of the authors they feature are purposefully varied. Accompanying the featured primary texts are occasional secondary readings.
These assigned secondary readings have been selected to work in tandem with my weekly lectures, to help you identify the most fruitful and productive contexts in which the primary works can be read, and to help you draw positive and defensible connections between the novels that we study.

This course should enable students to write about the Caribbean novel. By the end of the course, students should have a greater awareness of how the problems with which these novels tend to be preoccupied, and the contexts in which they were produced and are being read, can determine how these novels are understood. Students will learn how all literary works are shaped by the contexts of production and reception. Finally, they will develop a heightened awareness of the assumptions and purposes that guide their critical work on any literary or cultural text.

Course Outcomes:
This course meets one or more of the following Texas Higher Education Coordinating Board Outcomes:

1. To demonstrate knowledge of major periods in the history of British, American, and world literature and the various forms of written texts from those periods;

2. To demonstrate knowledge of the major similarities and differences among British, American, and other literatures;

3. To demonstrate ability to use research tools, methods, and forms of documentation in advanced scholarly research;

4. To utilize standard terminology for advanced literary analysis;

5. To understand major paradigms (formalist, reader-response, post-colonialist, etc.) for analysis of literatures;

6. To demonstrate knowledge of the English language, including its structure and grammar at advanced levels;

7. To demonstrate ability to write advanced research papers and critical analyses on language, literature, or pedagogy.

Course Procedures and Requirements
This course will feature weekly lectures based chiefly upon the secondary readings that I have included in this syllabus under the heading of suggested secondary readings. All suggested secondary readings are available to you as PDFs posted to the Blackboard website for this course. None of the suggested secondary reading are mandatory reading assignments. However, they are available to you if you would like to augment my lectures with further secondary reading, or if you would like to use the material those PDFs contain for your research paper.
The lectures will be followed with discussion. I will facilitate discussion closely, but it will be led primarily by the students. All assigned works must be read by the week for which they are assigned. Please note that although many of the novels that I have selected are short in length, the nature of this course means that there is a fairly heavy reading component. I strongly suggest that you use the course calendar included in this syllabus to create a personalized reading schedule, and that you use that reading schedule to ensure that you do not fall behind.

Students will write a research paper, which will be due at the end of the semester. They will choose a topic by week 3, turn in a write-up of their idea for a paper by week 6, and present their research to the class beginning in week 8. The paper will be due during finals week, so that students will have the opportunity to make revisions until the very end of the semester.

**Required Primary Texts That You Will Need to Purchase:**
Michael Anthony, *Green Days by the River* (1973)
Frieda Cassin, *With Silent Tread* (circa 1890)
George Lamming, *In the Castle of My Skin* (1953)
Claude McKay, *Banana Bottom* (1933)
Edgar Mittleholzer, *A Morning at the Office* (1950)
V. S. Reid, *New Day* (1949)
Samuel Selvon, *The Lonely Londoners* (1956)
Samuel Selvon, *Ways of Sunlight* (1957)
Samuel Selvon, *The Housing Lark* (1965)
Michael Thelwell, *The Harder They Come* (1980)

Any additional assigned readings will be available online.

**Suggested Secondary Texts That You May Choose to Purchase**

Any good writer, handbook. All papers produced for this course must be in MLA format, so you, Aol want to make sure that your handbook includes a section on MLA-style citation and documentation.

Any recent edition of William Strunk, Jr. and E.B. White, *The Elements of Style.* This cheap, useful book is about 100 pages long and will almost surely make you a more conscious writer.

**Course Calendar**
All assignments are to be read before the date under which they are listed. Films marked
as outside screenings are on reserve at the library; they are also widely available at major video stores. It is the student's responsibility to view any outside screenings before the date under which they are listed. In-class screenings will take place inside the classroom.

A handful of primary readings, and all secondary readings, are available online. For all online readings, access Blackboard at <http://blackboard.uoregon.edu>.

WEEK 1: TOOLS OF LITERARY ANALYSIS
Primary: A. M. Clarke, Blood Out of Stone. Online.
Theodore Goodman, Pattern and An Analysis of Fiction.

WEEKS 2-3: HISTORY, A REGIONAL AND RACIAL CONCERN
Primary: Frieda Cassin, With Silent Tread.
Caryl Phillips, Cambridge.
Catherine Hall, What is a West Indian? from West Indian Intellectuals in Britain (2003).

WEEKS 4-6: ACCULTURATION/DECULTURATION AND HYBRIDITY
Mandatory Outside Screenings:
Mandatory In-Class Screenings:
Primary: George Lamming, In the Castle of My Skin.
Erna Brodber, Mial.
Austin Clarke, Growing Up Stupid Under the Union Jack.
Jamaica Kincaid, Girl, from At the Bottom of the River. Online.

WEEKS 7-9: DIALECT, OR THE VOICE ON THE PAGE
Primary: V. S. Reid, New Day.
Samuel Selvon, Waiting for Aunty to Cough (from Ways of Sunlight).
Edgar Mitleholzer, A Morning at the Office (1950).
PRAIRIE VIEW A&M UNIVERSITY
Department of Languages and Communications
Welcome to English 5053-001: Studies in Teaching English!
FALL 2009
SYLLABUS

Instructor: Dr. Tonya M. Scott
Office: 214 Hilliard
e-mail: tmscott@pvamu.edu
Office Phone: 936/261-3738

Course Description: ENGL 5053. Studies in Teaching English. (3-0) Credit 3 semester hours. Special problems, critical study and evaluation of methods of teaching English at secondary and postsecondary levels. May include application of successful teaching strategies via classroom observation, creation of sample syllabi and assignments for composition and literature survey courses, and construction of a personal teaching philosophy. Emphasis on discussion of uses of electronic media and technology in the English classroom.

Course Goals and Objectives:
We will talk, read, and write about teaching, focusing largely on teaching in secondary and postsecondary contexts. The three-fold purpose of this class is 1) to have a place to learn from our own and each others' experiences in the classroom and writing center, 2) to gain deeper understandings of why we teach the ways we do, and 3) to contribute to and benefit from professional and/or scholarly organizations and activities. Above all, we will always make time to talk about the successes and challenges we have in our own teaching/tutoring and to make connections to the reading we do.

Required Texts:
Judith H. Anderson and Christine R. Farris's Integrating Literature and Writing
Instruction: First-Year English, Humanities Core Courses, Seminars
Linda S. Bermann and Edith Baker's Composition and/or Literature: The End(s) of Education
Chris M. Anson et al.'s Scenarios for Teaching Writing: Contexts for Discussion and Reflective Practice
Lisa Delpit's Other People's Children: Cultural Conflicts in the Classroom
Joseph Harris's A Teaching Subject: Composition Since 1966
Teresa Redd and Karen Schuster Webb's A Teacher's Introduction to African American English: What a Writing Teacher Should Know
Richard Straub's A Sourcebook for Responding to Student Writing

Attendance Policies and Course Guidelines: Since this is a graduate course, it is necessary for you to be in class every day, on time, and ready to contribute to the day's work. If extraordinary circumstances arise, please contact me to work out the details.

Grading and Evaluation Methods: I will base your final grade on the quality of your work for the following out of 100%:

Graded Assignments

- Seminar Paper 30%
- Dossier (Sample Syllabi, Composition & Literature Assignments Teaching Philosophy) 20%
- Teaching/Tutoring Project and Presentation 20%
- 10 Weekly Reading/Viewing/Discussing Logs (2-page minimum/3-page)
- Maximum 12-point Times New Roman font, 1-inch margins on all sides 20%
Integrating Technology Project 10%

*There will be no mid-term or final exam.

Logs: Guided & Independent (Reading/Viewing/Discussing)
Each student is required to type weekly logs due at the beginning of each class, beginning with log #1 due Week 2 and log #10 due Week 11. I will penalize late logs according to the late policy following these specifications: MLA heading (including a title), 2-page minimum/3-page maximum, 12-point Times New Roman font, 1-inch margins on all sides.

ADA Statement: Students with disabilities who believe they may need an adjustment in this class are encouraged to contact the Office of Disabilities Services at 936-857-2693/2694 as soon as possible. To discuss appropriate adjustments for this class once you receive a letter of adjustment from the office, please come to my office during my office hours or make an appointment with me.

Definition of Cheating and Plagiarism (i.e., Scholastic/Academic Dishonesty): The intentional use of someone else’s words and/or ideas is considered to be academic dishonesty and cannot be tolerated, especially at the graduate level. For a full and useful discussion of the complexities of plagiarism, see Rebecca Moore Howard’s College English article, “Plagiarisms, Authorships, and Academic Dishonesty.”

Grade of I: An instructor may record a grade of I (incomplete) in cases of documented emergencies or tragedies that prohibit a student from completing the course. In order to receive a grade of I, the Department Head and Dean must approve it. The student must be in good standing with the University and must be passing the course at the time he/she requests the incomplete.

Support Services:

Library
Since you pay a Library Access fee and must type and print certain assignments for this class, please utilize the John B. Coleman (JBC) Library’s printing services. For more information regarding JBC Library’s printing services, please contact the JBC Library: 936/857-2012.

PLEASE NOTE: The instructor reserves the right to make changes to this syllabus and/or following calendar during the course of the semester.
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<th>Date</th>
<th>Activity and Discussion</th>
<th>Due/Important Dates</th>
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| Week 1 | **Introduction to Course**  
**PART I: Professional Issues & Historic Foundations**  
Secondary & Higher Education Infrastructures. Academic Triumvirate (Journals, Conferences, CFPs, & Listservs). Professional Organizations (Memberships. Costs. Activities & Rewards). Distribute Handouts on Logs, CCCC's "Students' Right to Their Own Language." and Dunn's Chapter Two "Paulo Freire’s 'Multiple Channels of Communication'" |                                              |
| Week 2 | Discuss handouts: CCCC's "Students' Right to Their Own Language" and Dunn's Chapter Two "Paulo Freire’s 'Multiple Channels of Communication'"  
**Dossier Assignment Sheet**                                                                             | Log #1                                       |
| Week 3 | **A Teaching Subject** ix-15                                                            | Log #2                                       |
|        | **12th Class Day (courses dropped for non-payment)**                                     | 12th Class Day                              |
| Week 4 | **A Teaching Subject** 46-96. Teaching/Tutoring Project and Presentation Assignment Sheet. | Log #3                                       |
|        | **A Teaching Subject** 97-124. Scenarios ix-17                                            | Log #4                                       |
|        | **20th Class Day**                                                                      | 20th Class Day                              |
| Week 5 | **Scenarios** 18-62; Technology Handouts & Hands-on Practice (Textbook Sites and CD-Roms). **Integrating Technology Assignment Sheet** | Log #5                                       |
| Week 6 | **Scenarios** 63-99; A Sourcebook 1-25; Technology Handouts & Hands-on Practice (Distance Education/Course Management Systems and Web 2.0 Technologies) | Log #6                                       |
| Week 7 | **PART II: Cultural Issues & Intra/Interdisciplinary Drama**  
ESL & TESOL: Other People's Children xi-47; Composition and/or Literature ix-xiv  
**Seminar Paper Assignment Sheet.**  
**Log #7**  
Mid-semester Examination Period                                                                 |                                              |
<p>| Week 8 | ESL &amp; TESOL: Other People's Children 48-104; Composition and/or Literature 1-13; Technology Handouts &amp; Hands-on | Log #8                                       |</p>
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<td>ESL &amp; TESOL; Other People's Children 105-51; Composition and/or Literature 36-53</td>
<td>Log #9 Integrating Technology Assignment is due.</td>
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<td>Other People's Children 152-83; A Teacher's Introduction to African American English xi-53</td>
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<td>A Teacher's Introduction to African American English 54-110; Integrating Literature and Writing Instruction 1-27</td>
<td>Teaching/Tutoring Project is due and presentations begin.</td>
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<td>Integrating Literature and Writing Instruction 31-62 &amp; 174-92</td>
<td>Conclude presentations.</td>
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<td>LAST CLASS DAY; A Teacher's Introduction to African American English 111-25; Integrating Literature and Writing Instruction 281-305; Seminar Paper Workshop; Course/Teacher Evaluations</td>
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Dr. Dejun Liu  
(Official Completing This Form (Name & Signature))

1. **PRAIRIE VIEW A&M UNIVERSITY**  
   Institution

2. **Jan. 11, 2009**  
   Submission Date

3. **Fall 2009**  
   Effective Fall/Year

4. **AMERICAN LITERATURE 1620-1865**  
   Complete Course Title

5. **ENGL 5513. American Literature, 1620-1865. (3-0) Credit 3 semester hours. A critical examination of literature from the colonial, early national, and antebellum periods with emphasis on cultural and intellectual contexts and attention to current critical trends in the study of American literary history.**  
   Proposed Course Description

6. **Program which justifies this course**  
   Major: English  
   Minor:  
   Certificate:  
   Support Service:  

7. **Justification for additions or reason for changes**  
   Current MA candidates not exposed to American literature of this period. Course addition enhances curriculum and helps fulfill the MA program's implicit and explicit goals and outcomes as declared in the Mission Statement. Course allows for broader exposure to and greater depth in American literature.  
   Justification for additions or reason for changes

8. **Course Data**  
   a. As currently in Course Inventory

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   *Code if applicable

   Short Course Title: **AMERICAN LITERATURE 1620-1865**

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   Revised: 09/18/09
Dr. Dejun Liu
Official Completing This Form (Name & Signature)

1. PRAIRIE VIEW A&M UNIVERSITY
Institution

2. Jan. 11, 2009
Submission Date

3. Fall 2009
Effective Fall/Year

Complete Course Title: AMERICAN LITERATURE 1865-PRESENT

5. Proposed Course Description: ENGL 5523, American Literature, 1865-present. (3-0) Credit 3 semester hours. A critical examination of literature from the civil war, modern, and postmodern periods with emphasis on cultural and intellectual contexts and attention to current critical trends in the study of American literary history.

6. Program which justifies this course

   Major: English
   Certificate: 
   Minor: 
   Support Service: 

7. Justification for additions or reason for changes: Current MA candidates not exposed to American literature of this period. Course addition enhances curriculum and helps fulfill the MA program's implicit and explicit goals and outcomes as declared in the Mission Statement. Course allows for broader exposure to and greater depth in American literature.

8. Course Data

   a. As currently in Course Inventory

      | FICF Code | Subject Prefix | Course Number | A.C. Code |
      |-----------|----------------|---------------|-----------|
      | 00 36 30  | ENGL           | 55 23         |           |

   b. As requested

      | FICF Code | Subject Prefix | Course Number | SCH | Level | Subject Matter Content | M.C. | "CORE" | "Cross List"
      |-----------|----------------|---------------|-----|-------|------------------------|------|--------|-------------|
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Short Course Title: AMERICAN LITERATURE 1865-PRESENT

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**TEXAS HIGHER EDUCATION COORDINATING BOARD**  
Division of Universities and Health Affairs  
COURSE INVENTORY UPDATE  
CBM 003 ADD/CHANGE

Dr. Dejun Liu  
Official Completing This Form (Name & Signature)  

1. **PRAIRIE VIEW A&M UNIVERSITY**  
institution

2. Jan. 11, 2009  
Submission Date

3. Fall 2009  
Effective Fall/Year

4. Complete Course Title **SEMINAR IN AMERICAN LITERATURE**

5. Proposed Course Description **ENGL 5533, Seminar in American Literature. (3-0)** Credit 3 semester hours. Intensive study of a particular theme, genre, tradition, or period within American literary history. It emphasizes historical, cultural, and literary analysis as well as scholarly research.

6. Program which justifies this course  
   Major English  
   Certificate  
   Minor  
   Support Service

7. Justification for additions or reason for changes Course addition enhances curriculum and helps fulfill the MA program's implicit and explicit goals and outcomes as declared in the Mission Statement. Course allows for greater depth in American literature.

8. Course Data

   a. As currently in Course Inventory

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   Short Course Title  
   **SEMINAR IN AMERICAN LITERATURE**

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Dr. Dejun Liu
Official Completing This Form (Name & Signature)

1. PRAIRIE VIEW A&M UNIVERSITY
Institution

2. Jan. 11, 2009
Submission Date

3. Fall 2009
Effective Fall/Year

4. Complete Course Title BRITISH LITERATURE 1650-PRESENT

5. Proposed Course Description ENGL 5543 British Literature, 1650-present, (3-0) Credit 3 semester hours. Survey of English poetry, drama, and prose of the Restoration, Romantic period, Victorian era and 20th century emphasizing cultural and intellectual contexts and attention to current critical trends in the study of British literary history.

Program which justifies this course
Major English Certificate
Minor Support Service

7. Justification for additions or reason for changes Current MA candidates not exposed to British literature of this period. Course addition enhances curriculum and helps fulfill the MA program's implicit and explicit goals and outcomes as declared in the Mission Statement. Course allows for broader exposure to British literature.

8. Course Data
a. As currently in Course Inventory

   FICE Code | Subject Prefix | Course Number | Upd Code | Acad Yr
   --------- | ------------- |-------------- |--------- |--------
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b. As requested

   FICE Code | Subject Prefix | Course Number | SCH | Level | MCL | Core | Cross List | Subject Matter Content |
   --------- | ------------- |-------------- |-----|-------|-----|------|-----------|------------------------|
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Short Course Title | Contact Hours | Adm. Unit |
BRITLIT 1650-PRES | 0 0 0 3 0 1 6 9 7 9 | A 1
Dr. Dejun Liu
Official Completing This Form (Name & Signature)

1. PRAIRIE VIEW A&M UNIVERSITY
   Institution

2. Jan. 11, 2009
   Submission Date

3. Fall 2009
   Effective Fall/Year

4. Complete Course Title SEMINAR IN BRITISH LITERATURE

5. Proposed Course Description ENGL 5553. Seminar in British Literature. (3-0) Credit 3 semester hours. Intensive study of a particular theme, genre, tradition, or period within British literary history. It emphasizes historical, cultural, and literary analysis as well as scholarly research.

6. Program which justifies this course
   Major English
   Certificate
   Minor
   Support Service

7. Justification for additions or reason for changes Course addition enhances curriculum and helps fulfill the MA program's implicit and explicit goals and outcomes as declared in the Mission Statement. Course allows for greater depth in British literature.

8. Course Data
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   *CORE
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   Short Course Title
   SEM IN BRITISH LIT

   Contact Hours: 0 0 0 3
   Adm. Unit: 0 1 6 9 7 9 A 1

   "Code if applicable"
TEXAS HIGHER EDUCATION COORDINATING BOARD
Division of Universities and Health Affairs
COURSE INVENTORY UPDATE
CBM 003 ADD/CHANGE

Dr. Dejun Liu
Official Completing This Form (Name & Signature)

Deans’ Signature

1. PRAIRIE VIEW A&M UNIVERSITY
   Institution

2. Jan. 11, 2009
   Submission Date

3. Fall 2009
   Effective Fall/Year

Complete Course Title SEMINAR IN COMPARATIVE LITERATURE

5. Proposed Course Description ENGL 5563. Seminar in Comparative Literature, (3-0) Credit 3 semester hours. This course will focus on the critical theory and practice of comparing world literatures. Comparisons may involve issues such as translation; national and cultural identities; and problems of interpretation across political, religious, and cultural boundaries.

6. Program which justifies this course
   Major English
   Minor
   Certificate
   Support Service

7. Justification for additions or reason for changes Current MA candidates not exposed to Comparative Literature. Course addition enhances curriculum through its focus on world literatures and helps fulfill the MA program's implicit and explicit goals and outcomes as declared in the Mission Statement. Course allows for exploration of current discussions and scholarship in Comparative literature.

8. Course Data
   a. As currently in Course Inventory

   FICE Code Subject Prefix Course Number Acad Yr
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   I. As requested

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   Lab Lec Acad Yr Upd Code Prim Inst Type Code
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   Short Course Title SEM COMPARATIVE LITE
Dr. Dejun Liu
Official Completing This Form (Name & Signature) Deans' Signature

1. PRAIRIE VIEW A&M UNIVERSITY
   Institution

2. Jan. 11, 2009
   Submission Date

3. Fall 2009
   Effective Fall/Year

4. Complete Course Title SEMINAR IN RHETORIC

   Proposed Course Description ENGL 5573, Seminar in Rhetoric. Credit 3 semester hours, (3-0) This rhetorical studies seminar involves the critical study of the theory and/or practice of rhetoric within a particular period or context. The course may examine a particular tradition in rhetorical theory, or it may explore the ways in which rhetorical appeals are structured within a particular context.

6. Program which justifies this course

   Major English
   Minor Support Service

7. Justification for additions or reason for changes Current MA candidates not exposed to studies in Rhetoric. Current MA candidates not exposed to Comparative literature. Course addition enhances curriculum and helps fulfill the MA program's implicit and explicit goals and outcomes as declared in the Mission Statement. Course allows for study in current discussions and scholarship in the study of Rhetoric.

Course Data

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Code if applicable

Short Course Title SEMINAR IN RHETORIC
Dr. Dejun Liu
Official Completing This Form (Name & Signature)  

PRAIRIE VIEW A&M UNIVERSITY  
Institution  

Submission Date  Effective Fall/Year  

4. Complete Course Title SURVEY IN COMPOSITION THEORIES  

5. Proposed Course Description ENGL 5583. Survey in Composition Theories. (3-0) Credit 3 semester hours. Critical study, application, and evaluation of composition theories.  

6. Program which justifies this course  
Major English  Certificate  
Minor  Support Service  

7. Justification for additions or reason for changes Current MA candidates not exposed to Composition theories. Course addition enhances curriculum and helps fulfill the MA program's implicit and explicit goals and outcomes as declared in the Mission Statement. Course allows for an introduction to current discussions and scholarship in the study of Composition theories.  

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Dr. Dejun Liu  
(official Completing This Form (Name & Signature)  

1. PRAIRIE VIEW A&M UNIVERSITY  

Institution  

2. Jan. 11, 2009  

3. Fall 2009  

Submission Date  

Effective Fall/Year  

4. Complete Course Title STUDIES IN NARRATIVE  

5. Proposed Course Description ENGL 5593. Studies in Narrative. (3-0) Credit 3 semester hours. An advanced investigation into the complexities of narrative (fiction or nonfiction). Through an examination of literary and/or cinematic narratives, this course poses a series of intricate, interconnected questions concerning how stories are produced and consumed; it attempts to arrive at possible "best practices" for reading, watching, writing, and thinking seriously about narrative.  

6. Program which justifies this course  

Major English Certificate  

Minor Support Service  

7. Justification for additions or reason for changes Course addition enhances curriculum through genre studies and helps fulfill the MA program's implicit and explicit goals and outcomes as declared in the Mission Statement. Course allows for broader exposure to and greater depth in the study of narrative.  

8. Course Data  

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</table>
Dr. Dejun Liu

1. PRAIRIE VIEW A&M UNIVERSITY

2. Jan. 11, 2009

3. Fall 2009

4. Complete Course Title SPECIAL TOPICS

5. Proposed Course Description ENGL 5613. Special Topics. (3-0) Credit 3 semester hours. A critical examination of a topic in an area unified by period, genre, theme, language source, or national origin. May be repeated for credit when topics vary.

6. Program which justifies this course
   Major English Certificate
   Minor Support Service

7. Justification for additions or reason for changes Course addition enhances curriculum by allowing critical examination of a topic in English studies. Course enables the program to respond to future trends in English and allows for intensive exposure to and greater depth in a general area of study that may not be fully represented in the current curriculum.

8. Course Data
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   Short Course Title SPECIAL TOPICS
TEXAS HIGHER EDUCATION COORDINATING BOARD
Division of Universities and Health Affairs
COURSE INVENTORY UPDATE
CBM 003 ADD/CHANGE

Dr. Dejun Liu
Official Completing This Form (Name & Signature)

PRAIRIE VIEW A&M UNIVERSITY
Institution

2. Jan. 11, 2009
Submission Date

3. Fall 2009
Effective Fall/Year

4. Complete Course Title A STUDY OF THE SHORT STORY

5. Proposed Course Description ENGL 5213, A Study of the Short Story. (3-0) Credit 3 semester hours. The history, art, and technique of the short story with emphasis on the American short story. Prerequisite: Acceptance to graduate study or the teacher certification program.

6. Program which justifies this course
   Major English
   Certificate
   Minor
   Support Service

7. Justification for additions or reason for changes Readings and study replicated in another existing or proposed course.

8. Course Data
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   Short Course Title
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   Prim.
   Inst.
   Type
   Code
   Code

   (Course Inventory Update)
1. PRAIRIE VIEW A&M UNIVERSITY

2. Jan. 11, 2009

3. Fall 2009

4. Complete Course Title SEMINAR IN MASTERPIECES OF LITERATURE

5. Proposed Course Description ENGL 5263. Seminar in Masterpieces of Literature. (3-0) Credit 3 semester hours. Study and analysis of form, language, and style of masterpieces of world literature. Prerequisite: Acceptance to graduate study or the teacher certification program.

6. Program which justifies this course
   Major English
   Minor
   Certificate
   Support Service

7. Justification for additions or reason for changes Readings and study replicated in another existing or proposed course.

8. Course Data
   a. As currently in Course Inventory

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   Subject Prefix
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   Fund
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   Short Course Title
   Contact Hours
   Adm. Unit
   "Code
   Prim. Inst. Type Code
1. PRAIRIE VIEW A&M UNIVERSITY

2. Jan. 11, 2009

3. Fall 2009

4. Complete Course Title FILM/SCRIPTWRITING

5. Proposed Course Description ENGL 5333, Film/Scriptwriting. (3-0) Credit 3 semester hours. Discussion of theories of comedy, comic character, and structure. May focus of classic film comedies. Prerequisite: Acceptance to graduate study or the teacher certification program.

6. Program which justifies this course
   Major English
   Minor
   Certificate
   Support Service

7. Justification for additions or reason for changes: Readings and study replicated in another existing or proposed course.

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Dr. Dejun Liu

1. **PRAIRIE VIEW A&M UNIVERSITY**
   Institution

2. Jan. 11, 2009
   Submission Date

3. Fall 2009
   Effective Fall/Year

4. Complete Course Title: **TWENTIETH CENTURY AMERICAN LITERATURE**

5. Proposed Course Description: **ENGL 5433, Twentieth Century American Literature. (3-0) Credit 3 semester hours. Studies in technique, history, and cultural context of works of the Twentieth century. May emphasize poetry, drama, or fiction. Prerequisite: Acceptance to graduate study or the teacher certification program.**

   Program which justifies this course
   Major: English  
   Minor: Support Service
   Certificate:  

7. Justification for additions or reason for changes: **Readings and study replicated in another existing or proposed course. Course content is narrowly defined by century and best offered under Seminar in American Literature.**

8. Course Data
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TEXAS HIGHER EDUCATION COORDINATING BOARD  
Division of Universities and Health Affairs  
COURSE INVENTORY UPDATE  
CBM 003 ADD/CHANGE

Dejun Liu  
Official Completing This Form (Name & Signature)  

2. Jan. 11, 2009  
Deans' Signature

3. Fall 2009  
Submission Date  
Effective Fall/Year

1. PRAIRIE VIEW A&M UNIVERSITY  
Institution

4. Complete Course Title RESEARCH METHODS

5. Proposed Course Description ENGL 5123, Research Methods, (3-0) Credit 3 semester credit hours. This course examines research sources, methodologies, and scholarship in English, including the history of literary academic study and the canon.

6. Program which justifies this course  
Major English  
Minor Support Service

7. Justification for additions or reason for changes Removal of prerequisite ensures that students are exposed to research methods earlier in their graduate career, ensuring more successful literary study in subsequent courses.

8. Course Data
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Short Course Title: RESEARCH METHODS
Dr. Dejun Liu
Official Completing This Form (Name & Signature)

1. PRAIRIE VIEW A&M UNIVERSITY
   Institution

2. Jan. 11, 2009
   Submission Date

3. Fall 2009
   Effective Fall/Year

4. Complete Course Title LITERARY THEORY & CRITICISM

5. Proposed Course Description ENGL 5313. Literary Theory & Criticism. (3-0) Credit 3 semester credit hours. Survey of critical theories of literature from Plato and Aristotle to the present.

6. Program which justifies this course
   Major English
   Minor
   Certificate
   Support Service

7. Justification for additions or reason for changes Removal of prerequisite ensures that students are exposed to literary theory earlier in their graduate career, ensuring more successful literary study in subsequent courses.

8. Course Data
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   LITERARY THEORY
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   Revised 10/14/09

   Department of Universities and Health Affairs
   TEXAS HIGHER EDUCATION COORDINATING BOARD
1. **PRAIRIE VIEW A&M UNIVERSITY**
   Institution

2. Jan. 11, 2009
   Submission Date

3. Fall 2009
   Effective Fall Year

4. **Complete Course Title STUDIES IN TEACHING ENGLISH**

5. Proposed Course Description **ENGL 5053. Studies in Teaching English. (3-0) Credit 3 semester hours. Special problems, critical study and evaluation of methods of teaching English at secondary and postsecondary levels. May include application of successful teaching strategies via classroom observation, creation of sample syllabi and assignments for composition and literature survey courses, and construction of a personal teaching philosophy. Emphasis on discussion of uses of electronic media and technology in the English classroom.**

6. Program which justifies this course
   Major **English**
   Certificate
   Minor
   Support Service

7. Justification for additions or reasons for changes
   **Revised description clarifies current instruction content and helps fulfill the MA program's Mission Statement implicit and explicit goals and outcomes. Course allows for broader exposure to and greater depth in various pedagogical methods and strategies.**

8. **Course Data**
   a. As currently in Course Inventory
      
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   **Course Update**
   
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   Adm. Unit 1 6 9 7 9
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