

English Unit Meeting
Dept. of Languages and Communication
Minutes of Meeting on 09-26-07

Time and Location: 12-1:05 p.m., Conference Room

Faculty Present:

James Palmer, Antonio Jocson, Stella Thompson, Ymitri Mathison, Sarah Wakefield, Dejun Liu, Robert Kirschten, Tonya Scott

Faculty Absent:

John Harty, DeLinda Marzette, Diljit Chatha (these three sent prior notice), Addie Tsai, Bettie Varner, Kevin Daniels

Agenda:

The meeting was called to order. Drs. Palmer and Scott passed out agenda items for the meeting.

1. Dr. Palmer began the meeting by thanking faculty for their suggestions and comments regarding the FY08 Performance Measures. These were considered and incorporated in the Measures sent to President Wright by the deadline. The new initiatives to accomplish these measures were discussed.

2. Dr. Jocson expressed concern that the two-source requirement for at least one essay in every ENGL course was not the norm for creative writing courses elsewhere. Drs. Palmer and Wakefield noted that since creative writing courses fulfill the "Writing Component" on the major degree plan, these courses shouldn't be exempt from the requirement. Dr. Kirschten expressed that he could find ways of incorporating this requirement in the creative writing sequence.

3. A discussion of the assessment device for ENGL 2153, 2263, and 2273 began. Dr. Palmer discussed what he learned from the SACS Small College Initiative in Atlanta and that Dr. Rudy Jackson from SACS suggested that a portfolio would work better than assessing one item given the rubric faculty devised last year. Dr. Mathison noted that a final exam would assess comprehensive knowledge. Dr. Thompson suggested collecting materials through WebCT for assessment. Dr. Liu suggested making backups of e-copies and noted the computer problems Dr. Henriquez is currently having. Drs. Jocson, Palmer, and Mathison suggested that more than one item collected for assessment would work well to meet Q#2 and #3 on the Assessment Rubric. Faculty will meet this semester to continue to define what constitutes a 4, 3, 2, and 1, for each of the 10 standards on the assessment rubric. Several Faculty members noted that having students write a reflective introduction to something like a portfolio is important. More discussion on these items to come this month.

4. The issue of standardizing the goals/objectives for ENGL 1123, 1133, and 1143 was discussed. Dr. Mathison said that this is something that is greatly needed not only for

SACS accreditation purposes but also for the success of our soon-to-be revised and edited composition texts. Dr. Palmer expressed that all faculty should have the same goals listed but that each faculty member could add individual goals and objectives to the syllabus as well. Faculty discussed the need for assessment/grading norming sessions like those that some faculty have seen at AP and THEA scoring sessions. Dr. Wakefield suggested that one way to increase the credibility of our data is to exchange essays for assessment purposes. Dr. Palmer agreed and recalled that Dr. Chatha mentioned something similar last year as well. We will return to this issue next week at the Composition Committee meeting.

5. Dr. Scott discussed handouts regarding the Core Curriculum in Texas. The core has become more efficient, cut back from 60 SCH to 42 SCH. All faculty must improve our response to questions regarding the core, such as "Why do I have to take this class?" Dr. Scott reviewed the definition of the "core curriculum."

6. A discussion of the MA graduate program began. Dr. Palmer examined the degree plan given to students and noted the need for 6 SCH. Dr. Wakefield noted that pedagogy should be a focus in each graduate course since many of our students are pursuing the MA as a terminal degree to teach at the post-secondary level. Dr. Jocson asked what our students need from our program and asked about what the market is for our graduates. Faculty agreed that if students are going on to pursue a PhD, that our program does address many of their needs, but if students are coming to us only for an MA, then we are not serving their needs, given the current curriculum. Several faculty suggested revising the entire curriculum. Dr. Palmer said that this would take a great deal of work and time. Dr. Mathison suggested that the core be revised, too, and the ENGL 5313 and 5053 certainly be included. Dr. Scott agreed that the 5053 course was important. Dr. Wakefield noted that rhetoric and composition instruction was needed for our students to teach at the community college level. All faculty agreed that more emphasis on Rhetoric and Composition was needed in the curriculum. Dr. Chatha's proposal on Women in Literature was discussed. Faculty agreed that two courses that would allow more ability to respond to the current trends in English were needed. The course on women could be offered under a special topics title. Faculty encouraged Dr. Scott to develop a course in rhetoric and composition. Dr. Scott also expressed that students at the MA level should be writing a thesis. Currently students have a choice according to the catalog. The need for an MA exam was mentioned as was the need for an MA reading list, but this discussion was tabled for next time. Drs. Kirschten and Liu suggested that implementing two new courses was the way to solve the problem of the missing 6 SCH for now. Dr. Scott will develop a proposal.

7. Because the hour was at a close and some faculty had to teach at 1 p.m., discussion about the Spring courses was left for the next meeting.

Minutes submitted by Dr. James Palmer

MA Program Analysis										
	A&M				Texas		National			Proposed
	PVAMU	Cmrce	Corpus	Tyler	*St. Mary	TSU	UM - BOS	Sonoma	UNV	PV MA
Hours (PVAMU Equivalent)										
Thesis Option	33	30	36	36	36	30	N/A	25	31	33
Exam Option	36	36	36	36	36	36	N/A	29	33	36
Tracks										
Composition and/or Rhetoric		*	*				*	*	*	
Creative Writing							*	*		
Literature	*	*	*	*	*	*	*	*	*	*
English Education								*		
Courses - PVAMU										
20th Century American Literature	*	*	*		*	*		*	*	*
African American Literature	*					*				*
Creative Writing - Introduction	*				*		*	*		
Creative Writing - Film	*									
Creative Writing - Genre	*				*		*	*		*
Independent Study	*	*			*		*			*
Unquistics & Grammar	*		*	*	*		*	*	*	*
Literary Theory & Criticism	*	*	*	*	*	*	*	*	*	*
Medieval Literature	*	*	*	*	*		*	*	*	*
Pedaqogy	*	*	*	*	*		*	*	*	*
Research Methods	*	*	*	*	*	*	*	*	*	*
Shakespeare	*	*	*	*	*	*	*	*	*	*
Short Story	*	*			*					*
Special Topics 1 (Masterpieces in Lit)	*		*		*	*	*	*	*	*
Technical Writing	*		*			*				*
Thesis	*	*	*	*	*	*	*	*	*	*
Courses - Non-PVAMU										
American I Survey		*	*	*	*		*	*	*	*
American II Survey		*	*	*	*	*	*	*	*	*
British Literature		*	*	*	*	*	*	*	*	*
Composition & Rhetoric		*	*		*		*	*	*	*
Composition & Rhetoric Theory		*	*		*		*	*	*	*
Creative Writing - Non-Fiction										
Drama				*					*	
Epic Literature					*		*			
Internship							*			
Literary Genres		*	*		*	*	*		*	*
Regional Literature		*			*		*			
Special Topics 2			*				*	*		*
World/Post-Colonial Literature		*		*	*	*	*	*		*
Foreign Language Requirement					*				*	
Literature Courses Offered	7	9	9	8	13	9	11	10	8	12
**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.									

MASTERS PROGRAM IN ENGLISH ANALYSIS

By Antonio Jocson

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, 7 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 shortfall 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.

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 1Literature 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 2Pedagogy (3)
- Linguistics and Grammar
 - Research Methods
 - Studies In Teaching English
- Composition Courses (4)
- Film & Scriptwriting
 - Genres In Creative Writing
 - Introduction to Creative Writing
 - Principles of Technical Writing
- GROUP 3Thesis (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 the 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 of Rhetoric and 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 knowledgebase 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 which, 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 those 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 & Scriptwriting
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. 3
33 Thesis / 36: Non-Thesis

SAMPLE Degree Plan No. 4
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

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

**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.

3. Begin Review of 1123 assessment data from 2006-2007 and survey date for Fall 2008.

- 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:

1. Decrease in score for Research (#10) – 4.625 in 2007; 4.0 in 2008.
2. Involvement in professional organization (#13) – 3.75 in 2007; 2.25 in 2008.
3. Presentation of student work (#14) – 3.5 in 2007; 1.75 in 2008.

Palmer referred back to Hooper's suggestion of the Works in Progress symposium to address #14.

4. Technology in course environment (#24) – 4.62 in 2007; 4.0 in 2008.

Wakefield suggested a change in wording to incorporate technology in and out of courses to help solve this downturn.

5. Interdisciplinary connections (#29) – 5.0 in 2007; 4.25 in 2008.

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→common grounds→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 is 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.

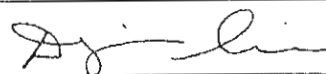
Faculty finished the meeting by volunteering to create sample syllabi for each new course proposed as follows:

ENGL5513 = Hooper
ENGL5523 = Chatha
ENGL5533 = Hooper
ENGL5543 = Wakefield
ENGL5553 = Mathison


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

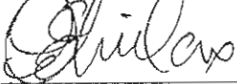
Change Request by Category	Rationale or Code
<p style="text-align: center;">I. Degree Plan Changes</p> <p>Graduate Degree Plan Changes: See attached proposed and current degree plans for changes. M.A. Degree with thesis option remains 33 SCH; M.A. Degree with non-thesis option and exam requirement is at 36 SCH.</p>	<p style="text-align: center;">Rationale</p> <p><i>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.</i></p>
<p style="text-align: center;">II. Other Changes: Content</p> <p>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).</p>	<p style="text-align: center;">Rationale</p> <p><i>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.</i></p>
<p style="text-align: center;">III. Addition</p> <p>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.</p>	<p style="text-align: center;">Rationale</p> <p><i>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.</i></p>
<p style="text-align: center;">Summary</p> <p>Total Changes: 1 Total Additions: 1 Net Gain/Loss: +1</p>	


 Department Head, Lang. and Comm.


1/20/09
 Date


 Co-chair, English Curriculum Committee

01.20.09
 Date


 Dean, College of Arts and Sciences

2/13/09
 Date


 Co-chair, English Curriculum Committee

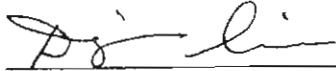
1/20/09
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Summary of Change Requests
Department of Languages and Communications
 College of Arts and Sciences
 Prairie View A&M University

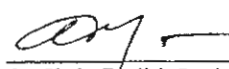
Date: January 22, 2009
 Graduate Council

Change Request by Category	Rationale or Code
I. Additions	Rationale
ENGL 5513. American Literature, 1620-1865	<i>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.</i>
ENGL 5523. American Literature, 1865-present	<i>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.</i>
ENGL 5533. Seminar in American Literature	<i>Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for greater depth in American literature.</i>
ENGL 5543. British Literature, 1650-present	<i>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.</i>
ENGL 5553. Seminar in British Literature	<i>Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for greater depth in British literature.</i>
ENGL 5563. Seminar in Comparative Literature	<i>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.</i>
ENGL 5573. Seminar in Rhetoric	<i>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.</i>
ENGL 5583. Survey in Composition Theories	<i>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.</i>

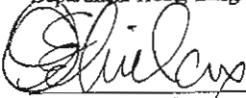
ENGL 5593. Studies in Narrative	<i>Course addition enhances curriculum and helps fulfill the MA program's goals and outcomes. Course allows for broader exposure to and greater depth in the study of narrative.</i>
ENGL 5613. Special Topics	<i>Course addition enhances curriculum by allowing critical examination 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.</i>
II. Deletions	Rationale
ENGL 5213. A Study of the Short Story	<i>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.</i>
ENGL 5263. Seminar In Masterpieces of Literature	
ENGL 5333. Film/Scriptwriting	
ENGL 5433. Twentieth Century American Literature	
III. Other Changes: Title and/or Content	Rationale
ENGL 5053. Studies in Teaching English	<i>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.</i>
ENGL 5313. Literary Theory & Criticism	
ENGL 5123. Research Methods	
Summary	SCH
Total Deletions: 4	12
Total Additions: 10	30
Total Title & Description Changes: 3	9
Net Gain/Loss: +6	+18


 Department Head, Lang. and Comm.

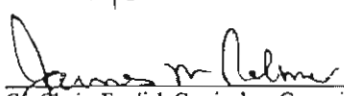
1/20/09
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 Co-Chair, English Curriculum Committee

01-20-09
 Date


 Dean, College of Arts and Sciences

2/13/09
 Date


 Co-Chair, English Curriculum Committee

1/20/09
 Date

PLAN 1 **33 SCH Thesis Option**
36 SCH Non-Thesis Option

This plan prepares candidates for teaching lower-level college English courses and Ph.D. admission, simultaneously allowing students to tailor courses to their needs and interests.

Core Courses **12 SCH**
Choose all four courses.

ENGL 5053 Studies in Teaching English
ENGL 5113 Linguistics & Grammar
ENGL 5123 Research Methods
ENGL 5313 Literary Theory & Criticism

Core Literature and Composition **9 SCH**
Choose one course from each area.

Area 1: Early British 3 SCH
ENGL 5243 Shakespeare & Renaissance Literature
ENGL 5273 Chaucer & Medieval Literature

Area 2: American 3 SCH
ENGL 5513 American Literature, 1620-1865
ENGL 5523 American Literature, 1865-Present

Area 3: Rhetoric & Composition 3 SCH
ENGL 5573 Seminar in Rhetoric
ENGL 5583 Survey in Composition Theories

English Electives **9 SCH**

Thesis Option: Choose three courses.

Non-Thesis Option: Chose five courses.

Students also have the option of making up electives from courses not taken in Core Literature and Composition areas to satisfy electives requirements.

ENGL 5343 Genres in Creative Writing
ENGL 5403 African American Literature
ENGL 5533 Seminar in American Literature
ENGL 5543 British Literature, 1650-present
ENGL 5553 Seminar in British Literature
ENGL 5563 Seminar in Comparative Literature
ENGL 5593 Studies in Narrative
ENGL 5613 Special Topics
ENGL 5633 Principles in Technical Writing
ENGL 5993 Independent Study (*with Department Head approval*)

Thesis **3 SCH**

Thesis Option: Choose this course.

ENGL 5133 Seminar in Thesis Writing

PLAN 3 – PERSONAL ENRICHMENT NON-THESIS..... 36 SCH

This plan is designed for candidates pursuing an MA for personal enrichment. Core requirements enable candidate to meet the minimum preparatory standards for Ph.D. admission.

Core Courses..... 6 SCH

Choose both courses.

- ENGL 5113 Linguistics & Grammar
- ENGL 5313 Literary Theory & Criticism

Literature..... 21 SCH

Choose 7 courses.

- ENGL 5243 Shakespeare & Renaissance Literature
- ENGL 5273 Chaucer & Medieval Literature
- ENGL 5403 African American Literature
- ENGL 5513 American Literature, 1620-1865
- ENGL 5523 American Literature, 1865-Present
- ENGL 5533 Seminar in American Literature
- ENGL 5543 British Literature, 1650-present
- ENGL 5553 Seminar in British Literature
- ENGL 5563 Seminar in Comparative Literature
- ENGL 5593 Studies in Narrative
- ENGL 5613 Special Topics

Composition..... 9 SCH

Choose 3 courses.

- ENGL 5053 Studies in Teaching English
- ENGL 5123 Research Methods
- ENGL 5343 Genres in Creative Writing
- ENGL 5573 Seminar in Rhetoric
- ENGL 5583 Survey in Composition Theories
- ENGL 5633 Principles in Technical Writing
- ENGL 5993 Independent Study (*with Department Head approval*)