GRADUATE STUDIES IN ENGLISH
AT
INDIANA STATE UNIVERSITY
2020

Introduction

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Introduction

Graduate Studies in English at Indiana State University (*GSEISU*) is the official document of the Department of English concerning the graduate program at ISU. This document contains descriptions, rationales, goals, and policies adopted by the Department of English on April 27, 2015, updated August 2020.

The main purpose of the document is to define the general nature and scope of graduate courses, while leaving the specific planning and teaching of the courses to faculty members.

The Graduate Committee

The Graduate Committee is appointed by the Chairperson of the Department. It is chaired by the Director of Graduate Studies and includes five regular members; in addition, the Director of Undergraduate Studies, the Director of Writing Programs, and the Chairperson serve as ex-officio members. The Committee is responsible for devising and revising the graduate curriculum, reviewing course proposals, and preparing rationales and policies for teaching the courses.

When the Graduate Committee proposes curricular changes to the program, the changes are subject to review and approval by the Department faculty before being submitted for review and approval by College and University committees.

Objectives of the Program

Reading and writing are essential for successful graduate work in English. The courses described in *GSEISU* offer opportunities for graduate students to enhance their skills as critical readers and writers, which are essential for success in their academic work and professional lives.

Students graduating with an MA in English, with either the Literature or the Writing concentrations, should be able to

- use standard literary terminology with accuracy.

- demonstrate an awareness of literary periods and movements, including approximate dates and representative authors and works.

- articulate connections and dislocations between and among periods and movements.

- identify formal genres in poetry (e.g. sonnet, epic, ballad), fiction (e.g., short story, novella, novel, romance) and plays (e.g. tragedy, comedy, tragicomedy, farce).

- identify thematic motifs in literature (e.g. maturation).

- discuss and write about literature from a variety of critical perspectives—reader response, cultural/historical, feminist, and others—and articulate the central concerns of each.

- identify the concerns and influences of race, class, gender, and culture in literature.

- recognize the relative presence and absence of political agendas in literature.

- understand the workings of canon formation—its worth, its biases, its politics.

- recognize the interrelationship among British, American, and world literatures.

- recognize the ways in which multicultural literature is similar to and different from the literature of the dominant culture.

- distinguish gradations in literature from the classic to the popular.

- write in a variety of modes (analysis, argumentation, explication, and others).

- synthesize material from a variety of sources and accurately document their use.

- apply the principles of close reading in their discussions of and in their writing about literature.

- express themselves clearly in both written and spoken forms.

- apply critical thinking skills when reading, writing, speaking, and listening.

- demonstrate grammatical fluency in both written and spoken forms.

- exhibit an enthusiasm for literary study.

- apply material learned in one class to material learned in others.

Course Requirements and Offerings

Graduate students in English at Indiana State University complete one of two concentrations: Literature or Writing. Each program contains 32 semester hours of courses. Two appendixes provide detailed information on both concentrations: Appendix A: "MA in English—Concentration in British and American Literature"; Appendix B: "MA in English—Concentration in Writing."

Course Syllabi and Schedules

The Department of English adheres to the policy in the 2020 *Indiana State University Policy Library*:

> Faculty members are required to prepare course outlines or syllabi for their courses. . . . An outline of each course should be available at the beginning of the term. (310.1.2)

Because syllabi provide a comprehensive description of individual courses, they need to include a wide variety of information. In addition to describing the course and providing useful information, the statements of policy also establish an implicit "contract" for the operation of the course.

The following guidelines apply to syllabi and schedules prepared for regularly scheduled classes; separate guidelines for English 691 (Independent Research) appear in Appendix D.

Although no two syllabi are the same, good syllabi include common elements.

Identifying Information: A syllabus should contain

- the course number and official title.

- the semester and year.

- the meeting time and the room.

- the instructor's name, office number, telephone number, e-mail address, and office hours.

Course Information: A syllabus should contain

- the official course description from the *Indiana State University Graduate Catalog*.

- a brief rationale for the course.

- an explanation of where the course fits within the major.

- the course goals, including but not limited to those contained in *Graduate Studies in English at ISU*.

Textbooks and Other Class Materials: A syllabus should contain

- full citations for the textbooks required for a course, including edition, when necessary, and ISBNs for texts that are available from online booksellers.

- full titles for ProfPaks and information about the vendor, including address and telephone number.

- detailed descriptions of required class materials (dictionaries, notebooks, bluebooks, folders, and other items).

- information on recommended texts and materials.

Course Policies: A syllabus should contain

- policies on attendance and explanations of how it affects performance in the class and the calculation of the final grade; distinctions between excused and unexcused absences—if made—should be explained.

- policies on due dates for assignments, including circumstances for extending deadlines.

- policies for paper submission (i.e., submitted in class, no e-mail submissions, no papers under the office door, etc.).

- policies on plagiarism, with a clear reference to ISU's "Policy on Academic Integrity" (see Appendix E for the complete document).

- policies on incomplete or unsubmitted work.

- policies about the use of or ban on electronic devices: laptop computers, Blackberries, I-Pods, cell phones, and so on.

- policies of manuscript preparation (i.e., MLA style, 7th edition)

Course Requirements: A syllabus should contain

- a description of written work required for the course, including brief explanations of the number, type, and length of papers.

- an explanation of the number and kind of exams required for the course, with brief explanations of coverage (for example, comprehensive) and testing formats.

- an explanation of the number and type of presentations or projects.

- an explanation of other course requirements: faculty-student conferences, journals, panel discussions, portfolios, and so on.

- an explanation of participation requirements, including comments on expectations for completing in-class work.

A Schedule of Course Activities: A syllabus or a separate first-day handout should contain

- identifying information (course number, semester, instructor), if the schedule is presented as a separate document.

- a day-by-day listing of activities.

- a brief description of each day's activities, including reading or writing assignments to prepare for the day.

- materials (textbooks, handouts, ProfPaks, other items) that are needed each day.

- easily identified due dates for major work: exams, papers, presentations, projects, panel discussions.

Information on Grade Calculation: A syllabus or a separate first-day handout should contain

- a table, outline, list, or easily interpreted form that identifies all graded work for the course.

- an explanation of the proportional value of all graded work.

Other Kinds of Information: A syllabus or a separate first-day handout may contain

- a philosophy for teaching the course.

- responses to frequently asked questions about the course.

Textbooks

Faculty are free to select textbooks for their courses, but they should do so in accord with the descriptions, rationales, and policies for each course, as outlined in *GSEISU.*

Grading

Although instructors' individual grading systems are unique, commonalities should exist to ensure that instructors and the Department are not perceived as capricious or idiosyncratic. The following guidelines may be helpful in diminishing disparities in grading:

- Students' grades should be based primarily upon their performance on exams, presentations, and written work.

- The patterns for determining students' grades should be shared at the beginning of a course, so that students know the percentage value of each exam, paper, or project. Because students' skills develop throughout a course, extra weight may be given to work toward the end of the term. Thus, while all graded work may be considered in computing grades, final grades are not necessarily flat averages of all grades.

- The Department of English adheres to the University policy that requires a class meeting during the final two-hour examination period scheduled by the Vice President for Academic Affairs:

    > The two-hour final examination period assigned is part of the total commitment required for completion of a course, and it is scheduled to provide a longer class period for the administration of a comprehensive examination. Exceptions may be made in courses in which student projects, term papers, demonstrations, or performances are more suitable measures of the student's achievement.
    > . . . A faculty member may elect not to require a final written examination but is obligated to hold the class in session during the scheduled final examination time period. (*Indiana State University Policy Library* 310.1.4–4.1)

- There is no "curve" in our graduate classes, i. e., no preset quota of *A*s, *B*s, etc. If an entire section, for example, should do what experience tells us is above-average work, the entire class should earn above-average grades; the contrary is also true.

- Students are expected to attend class and to participate in course activities. Instructors should describe in their syllabi how attendance and participation influence course grades.

- Students are expected to submit all work (daily work, as well as major papers and projects) on time. Instructors should specify the penalties that result when work is submitted late or not at all.

- If faculty allow for extra-credit work that can be used for grade improvement, the option must be made available to *all* students in a course. Since the operative term is *extra*, students must have completed all primary, graded work for the course.

- If faculty assign group projects or presentations with group grades, they should clearly describe the pattern for determining those collective grades.

- Faculty should be prepared to explain their grades. To that end, faculty should maintain clear, complete records of grades for individual exams, papers, attendance, and other matters that determine students' final grades.

Plagiarism and Academic Dishonesty

The Department of English adheres to the University's plagiarism policy as presented in the *Indiana State University Code of Student Conduct* (see Appendix E for the full statement).

Beyond legalism, we recognize that plagiarism persists and that we are obliged to forestall and prevent it whenever possible. We can forestall plagiarism caused by ignorance by informing students of the nature and gravity of plagiarism, by instructing them in methods of writing summaries and paraphrases, and by teaching them how to document their sources fully and accurately. We can forestall, to some degree at least, intentional plagiarism by making our assignments so precise that it will be difficult to locate prefabricated papers and by monitoring students' work throughout the planning, drafting, and revision of papers. To further reduce the possibility of plagiarism, as well as protect students' privacy, instructors should not leave papers in unmonitored, generally accessible areas, such as in the hallways or workrooms.

Instructors should make clear to students—in syllabi or in separate handouts—their individual policies for handling instances of plagiarism.

Courses

510 History of the English Language—Cultural and historical influences on the development of the English language from Old English through contemporary American English and interrelations of English and American language and literature.

English 510, History of the English Language, provides students with an overview of the evolution of the English language from its roots in Proto Indo-European through modern varieties of Englishes. The discussion of the changes that have occurred should be grounded in both internal (linguistic) and external (historical, archaeological, etc.) evidence with the goal that for students to understand fully the study of language they must take into account that language is a human activity. Students will examine representative texts, primarily pre-Modern English, both in the original language and in translation, and both as literary objects and cultural artifacts. Students should engage in some translation of early texts, particularly in Old English and Medieval English, in order to gain an understanding of the complexities of providing accurate translations.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 510, they should be able to

- recognize pre-Modern forms of written English and to correctly identify the period in which a historical text was written.

- describe the characteristics of each era of historical English and its relation to the historical, cultural, and social forces of the time.

- translate pre-Modern prose and poetry in both literal and paraphrase translations.

- recognize broad literary, cultural, and historical themes of each time period in representative literary texts of the period.

- understand the method of historical linguistics and its contributions to an understanding of the evolution of Indo-European languages and the development of English as an academic field of study.

- understand the current standard and vernacular forms of American Englishes and their origins in the vernaculars of British colonizers.

- understand English as a global economic force.

- build an original interpretation of a literary work by citing textual evidence, as well as referencing characteristics of the text's historical and literary period.

- create a written document using writing process theory.

- locate, understand, and correctly cite scholarly research on the subject of historical periods of English and historical literary works written in English.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

512 Varieties of American English—Examination of the history, features, and status of regional, ethnic, social, and other varieties of American English; social determinants of linguistic diversity and change.

English 512, Varieties of American English, cultivates an awareness and understanding of the multiple varieties of American Englishes spoken in the United States. Such an understanding is useful not only to teachers working in culturally diverse classrooms but also to students of literature and creative writers in understanding the nuances of dialect use by authors to create characterization.

While no prior knowledge of or coursework in linguistics is required, students should assume that they will be reading scholarship based on linguistic research, as well as contemporary and historical examples of dialect use in literature and prose.

■ May be used to satisfy an "English Elective" requirement.

After students complete English 512, they should be able to

- recognize the difference between descriptive and prescriptive views of language.

- describe the difference between a standard and other varieties of language.

- explain the interrelationships of social, cultural, and economic factors on varieties of English.

- describe the difference between dialects, slang, and registers.

- identify the major regional dialects of American English.

- trace the development of regional dialects of American English from their origins in British English dialects spoken by the colonists.

- trace the origins and development of ethnic dialects such as African-American Vernacular English.

- identify cultural factors that impact language use in the United States, such as gender and socio-economic class.

- recognize the process of codeswitching, codemeshing, and codemixing when dialects and languages meet in contact zones.

- describe the concept of perceptual dialectology and possible inherent bias in attitudes toward the use of dialects.

- explain the processes of language change.

- explain current changes in American Englishes, such as the Northern Cities and Southern vowel shifts.

- articulate the relationship of varieties of American Englishes to World Englishes and Global Englishes.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

524 Graduate Fiction Writing Workshop — Intensive training in writing fiction. [May be repeated for credit.]

■ May be used to satisfy an "English Elective" requirement.

Cross-Genre Goals

After students complete English 524, they should be able to

- produce multiple drafts that reveal a thorough understanding of the elements of the assigned genre.

- exhibit critical reading skills in the genre of fiction.

- objectively critique the work of fellow students and professional writers, through discussion and written analysis.

- master the ability to revise, by considering the critiques of the professor and fellow students, and by exhibiting individual initiative.

Graduate Fiction Writing Workshop

After students complete a fiction section of English 524, they should be able to

- describe the basic elements and advanced (character psychology and motivation, advanced moral dilemma, internal dialogue, gestures) craft elements of fiction.

- discuss the different forms (character study, epistolary, fable, allegory, etc.) and lengths (flash fiction, short story, novel) of fiction.

- illustrate an understanding of the different forms of fiction by producing original stories and chapters.

525   Graduate Poetry Writing Workshop—Intensive training in writing poetry. [May be repeated for credit.]

■ May be used to satisfy an "English Elective" requirement.

Cross-Genre Goals

After students complete English 525, they should be able to

- produce multiple drafts that reveal a thorough understanding of the elements of the assigned genre.

- exhibit critical reading skills in the genre of poetry.

- objectively critique the work of fellow students and professional writers, through discussion and written analysis.

- master the ability to revise, by considering the critiques of the professor and fellow students, and by exhibiting individual initiative.

Graduate Poetry Writing Workshop

After students complete a poetry section of English 525, they should be able to

- describe various forms and types of poetry (narrative, lyric, satiric; sonnet, haiku, limerick, ballad; free verse and metrical verse, prose poems and shaped poems).

- discuss various techniques and poetic elements (imagery, metaphor, sounds, line arrangement and enjambment, rhyme, stanza).

- illustrate an understanding of the different forms and types of poetry by producing original poems.

527   Graduate Creative Nonfiction Writing Workshop—Intensive training in writing creative nonfiction. [May be repeated for credit.]

■ May be used to satisfy an "English Elective" requirement.

Cross-Genre Goals

After students complete English 527, they should be able to

- produce multiple drafts that reveal a thorough understanding of the elements of the assigned genre.

- exhibit critical reading skills in the genre of creative nonfiction.

- objectively critique the work of fellow students and professional writers, through discussion and written analysis.

- master the ability to revise, by considering the critiques of the professor and fellow students, and by exhibiting individual initiative.

Graduate Creative Nonfiction Workshop

After students complete a creative nonfiction section of English 527, they should be able to

- describe the different forms of creative nonfiction, including memoir, personal essay, literary journalism (travel writing, nature writing, sports writing, science writing, etc.), and the nonfiction novel.

- discuss the various structural techniques of creative nonfiction, including narrative, expository, and segmented.

- illustrate an understanding of the different forms of creative nonfiction by producing original essays.

530 Literature and Culture of the Middle Ages—Major works of Western literature studied within the context of the intellectual and artistic movements of the Middle Ages.

English 530, Literature and Culture of the Middle Ages, is an advanced introduction to medieval literature with emphasis on literature of the British Isles in relation to continental works. The course assumes introductory knowledge of English medieval literature. Topics vary but may include genres, themes, subjects, authors, movements, for example: Arthurian literature, pilgrimage, allegory. The goal of the course is to acquaint students with major works and authors of the period.

■ May be used to satisfy the "English Elective" requirement.

 After students complete English 530, they should be able to

- appreciate the intellectual and aesthetic concerns and achievements of medieval authors.

- articulate how works are related to their historical and cultural contexts.

- recognize literary themes, styles, subjects, and techniques common to medieval literatures.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a research project.

539 Seminar in Literature and Culture — Topics for study will change from term to term. [May be repeated for credit when the topic is different.]

English 539, Seminar in Literature and Culture, treats representative literature and pursues a coherent theme that draws on major and minor literary works in order to comprehend the interrelations among genres, historical and social developments, and intellectual and artistic movements during a distinct period.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 539, they should be able to

- apply the broad theme of the course to specific types of literature and interpret works in relation to the major events or conflicts that shaped the period.

- trace the influences major writers and the texts have had on other writers and texts across periods.

- research and present a substantial seminar paper with the guidance of the professor.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

540 Early American Literature — Representative American literature from the European arrival through the early nineteenth century, studied against its intellectual, historical, and social background.

English 540, Early American Literature, examines significant writers of the early American period, including those in both the old and new canon. The scope is more specialized than that of its prerequisite, although it will address multiple writers, themes, and movements as manifested in poetry, fiction, drama, and nonfiction. Through class discussions, projects, exams, papers, and other writings, students develop

their ability to understand, analyze, and synthesize central issues in early American literature.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 540, they should be able to

- identify the major authors, texts, periods, dates, and events of early America.

- engage in close reading of texts ranging from the European discovery of the New World, through English colonization and the seventeenth-century Puritan settlement of New England, to the eighteenth-century Enlightenment and early nineteenth-century Romanticism.

- trace the origins and evolution of characteristic American myths, values, beliefs, motifs, and traditions.

- compare the various definitions of *America* and *American* among writers from different social classes and ethnic backgrounds.

- understand theories of empire, imperialism, colonization, history, commerce, trade, religion, government, race, gender, class, science, and art that are interwoven throughout early American literature.

- appreciate the Renaissance background to the discovery and settlement of the New World and to New England Puritanism.

- recognize the Enlightenment debates about human nature, reason, liberty, law, government, and social progress that led to the American Revolution.

- understand how British literary forms were transformed into an emerging nationalistic American canon.

- see the richness of early American literary genres, including nonfiction, poetry, creative nonfiction, drama, and fiction.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

541 American Renaissance Literature — Representative American literature of the mid-nineteenth century, studied against its intellectual, historical, and social background.

English 541, American Renaissance Literature, examines significant writers of the American Renaissance, including those in both the old and new canon. The scope is more specialized than that of its prerequisites, although it will address multiple writers, themes, and movements as manifested in poetry, fiction, drama, and nonfiction. Through class discussions, projects, exams, papers, and other writings, students develop their ability to understand, analyze, and synthesize central issues in American Renaissance literature.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 541, they should be able to

- provide an introduction to the breadth and quality of the literature produced by various cultural groups who have contributed to American history and culture, and to encourage an appreciation of their contributions.

- present strategies for engaging this literature within its historical and cultural contexts and for gauging its aesthetic, cultural, political, and social dimensions.

- foreground and examine issues of race, gender, class, sexuality, and nationality as they arise in these works; to consider how these issues inform conceptions of national identity; and to promote comparative analysis of these literary traditions to that of the "dominant" culture.

- encourage critical sophistication, refinement of close reading strategies, and lifelong readership of different literary genres (i.e. poetry, fiction, drama, essays).

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

542 American Realism and Naturalism—Representative American literature of the late nineteenth and early twentieth centuries, studied against its intellectual, historical, and social background.

English 542, American Realism and Naturalism, explores the movement from Romanticism to Realism and then to Naturalism. Through the use of selected works of primarily fiction, the course addresses the literary changes in the second half of the nineteenth century and the first half of the twentieth century, particularly in terms of historical and social contexts.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 542, they should be able to

- identify the elements that characterize Realism and Naturalism, and illustrate them by referring to representative authors and works.

- identify elements of narrative technique as used by various novelists, and analyze themes and contexts for individual works.

- understand the ways in which literary works reflect thematic and aesthetic concerns.

- appreciate the ways in which literary works reflect societal experiences.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

544 Modern American Literature—Representative American literature since the early twentieth century, studied against its intellectual, historical, and social background.

English 544, Modern American Literature, examines representative works of American literature in their cultural and aesthetic contexts, with attention to Modernist experiments with subject matter, form, and style. Literary works in multiple genres are studied in their intellectual, historic, and social contexts, with attention to the blending of literary genres and styles.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 544, they should be able to

- connect modern American literature to intellectual and social changes of the era.

- appreciate the altered aesthetic concerns of twentieth-century novelists, dramatists, and poets.

- discuss ideas intrinsic to Modernism and Postmodernism.

- comprehend the formal dimensions of Modernist and Postmodernist literature.

- analyze and interpret relations of a literary text with other texts and with historical and cultural contexts.

- articulate the ways in which literary works reflect societal experiences.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

547   Seminar in American Literature—Topic changes from term to term. [May be repeated for credit when the topic is different.]

English 547, Seminar in American Literature, explores representative literature and pursues a coherent theme that draws on major literary works and a few minor works, in order to comprehend the interrelations among genres, history, religion, and society during a distinct period.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 547, they should be able to

- apply the broad theme of the course to specific types of literature then current, by interpreting major events or conflicts that shaped government and daily life (secular and sacred).

- trace the influence of major writers from the period to the works of later writers.

- research and present a substantial seminar paper with the guidance of the professor.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

550   Chaucer—The life and writings of Chaucer, including the cultural and literary backgrounds of his art. Read in Middle English and modern translation.

English 550, Chaucer, is an advanced survey of Chaucer's works including *The Canterbury Tales, Troilus and Criseyde,* and other poems. The course assumes introductory knowledge of English medieval literature; familiarity with the history of the English language is also helpful. Some attention is paid to the works' historical, cultural, and literary context, but the course emphasizes close reading and understanding of Chaucer's artistic techniques and achievements.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 550, they should be able to

- recognize medieval genres in which Chaucer worked, and their associated themes and styles.

- appreciate Chaucer's intellectual and aesthetic concerns, and, by extension, those of other medieval authors.

- understand medieval concepts of authorship and use of sources, both oral and literary.

- read Chaucer's Middle English.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

551 English Renaissance Literature—Representative English literature from the early sixteenth century through the mid-seventeenth century, studied against its intellectual, historical, and social background.

English 551, English Renaissance Literature, is designed for advanced study of literary genres of the British Renaissance—except drama. Genres—such as lyric poetry, polemical argument, sermons, history and travel, practical instruction by dialogue, prose fiction, and the essay—will be studied in modern and old-spelling editions. The particular achievements of master writers like Shakespeare, Jonson, Bacon, Donne, Herbert, or Marvell will be examined using samples of their most influential works. The skill of close reading and art of cultural interpretation will enable the exploration of this vibrant period.

◼ May be used to satisfy the "English Elective" requirement.

 After students complete English 551, they should be able to

- become familiar with Early English vocabulary, spelling, and syntax.

- illustrate the effects of standard rhetorical devices.

- recognize the distinctive features of content and approach in select genres.

- analyze part/whole relationships, that is, how an element of a literary form fulfills the design or supposed intention.

- identify the achievement of a small selection of literary masterpieces and be familiar with the lives of their writers.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

552 Restoration and Eighteenth-Century Literature — Representative British literature from the mid-seventeenth century through the late eighteenth century, studied against its intellectual, historical, and social background.

English 552, Restoration and Eighteenth-Century Literature, examines a variety of texts from Britain during the period 1660–1800 in terms of cultural movements. The examination of these movements will include examples from history, politics, philosophy, and literature. The goal is to acquaint students with a variety of genres (brief fiction and nonfiction prose, poetry, drama, and novels), to study relationships among texts, and to consider how works representative of different literary movements co-exist during the same time period.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 552, they should be able to

- recognize issues of canon formation.

- identify the elements that characterize the different movements within the time period 1660–1800, contrast them to those of the earlier periods, as well as to each other, and illustrate them by referring to representative authors and works.

- describe the period's major themes, critical ideas, forms, styles, and historical and cultural events and compare them to those of the preceding literary period, as well as coexisting contemporary ideas.

- demonstrate competence in articulating these topics in writing.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

553 British Romantic Literature—Representative British literature from the late eighteenth century through the mid-nineteenth century, studied against its intellectual, historical, and social background.

English 553, British Romantic Literature, assumes knowledge of eighteenth-century literature and emphasizes continuities with this previous literature, as well as divergences from it. The scope encompasses the traditional six major poets—Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats—but also covers writers new to the canon, such as Mary Shelley, Charlotte Smith, and John Clare. The course addresses historical, cultural, and artistic contexts, including the French Revolution, but focuses on developments in literary forms, genres, and subject matter, such as the distinctive emphasis on nature.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 553, they should be able to

- recognize issues of canon formation.

- identify the elements that characterize the Romantic period, contrast them to those of the Neoclassical period, and illustrate them by referring to representative authors and works.

- have command of the period's major themes, critical ideas, forms, and styles and compare them to those of the preceding literary period.

- demonstrate competence in articulating these topics in writing.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

554 Victorian Literature—Representative British literature from the mid-nineteenth century to the twentieth century, studied against its intellectual, historical, and social background.

English 554, Victorian Literature, examines important works in poetry, drama, and prose, from a diverse range of authors. The scope encompasses not only major figures—such as Dickens, George Eliot, Tennyson, and Wilde—but also writers who have often been neglected in the past—such as Elizabeth Barrett Browning and Christina Rossetti. The course addresses historical, cultural, and artistic contexts, including the Industrial Revolution, but also focuses on developments in literary forms, genres, and subject matter, such as the Pre-Raphaelite Movement.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 554, they should be able to

- identify the elements that characterize the Victorian period, and illustrate them by referring to representative authors and works.

- understand the ways in which literary works reflect thematic and aesthetic concerns.

- appreciate the ways in which literary works reflect societal experiences.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

555 Twentieth-Century Literatures in English—Representative British and Irish literature of the twentieth century, studied against its intellectual, historical, and social background.

English 555, Twentieth-Century Literatures in English, examines representative works of British and Irish literature in their cultural and aesthetic contexts. Literary works are studied in their relation to the profound intellectual changes, vast social upheaval, and rapid technological innovation of the era. Attention is given to Modernist experiments with subject matter, form, and style, as well as subsequent responses to Modernist developments, including the Postmodern blending of literary genres and styles.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 555, they should be able to

- connect twentieth-century literature to the immense political, technological, and intellectual changes of the era.

- appreciate the altered aesthetic concerns of twentieth-century novelists, dramatists, and poets.

- discuss ideas intrinsic to Modernism and Postmodernism.

- comprehend the formal dimensions of Modernist and Postmodernist literature.

- analyze and interpret the interrelationships between literary texts and their historical, cultural, and theoretical contexts.

- articulate the ways in which literary works reflect societal experiences.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

560 Shakespeare—Selected comedies, tragedies, and histories; problems of Shakespearean scholarship, interpretation, and criticism.

English 560, Shakespeare, asks students to read nine to twelve complete plays representing the three main genres: comedy, tragedy, history. Discussion and analysis will increase students' awareness of issues such as the problem of authorship, the role of editing in the transmission of Shakespeare's dramatic scripts into printed form, the variety of interpretive approaches to these texts, Shakespeare's use of sources, and his dramatic structure and poetic language. Students will also be expected to write knowledgeably, to practice and apply their skills in literary reading and interpretation with some attention to performance. Through their study of these representative plays, students will lay the groundwork for future encounters with Shakespeare's work through reading or viewing performances (live and on film).

■ May be used to fulfill the "English Elective" requirement.

After students complete English 560, they should be able to

- analyze imagery, metaphoric and colloquial expression, characterization, and plot construction in Shakespeare's plays to explain how a text by Shakespeare works.

- develop a coherent interpretation of a Shakespearean passage, act, or plot, demonstrating knowledge of genre, historical/literary sources, or dramatic conventions.

- write effective literary critical essays on topics dealing with Shakespeare's artistry.

- understand and enjoy encounters with Shakespeare's plays through personal reading, attending theatrical productions, or viewing film and video versions and adaptations of the plays.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

562 Seminar in British Literature before 1800 — Topic changes from term to term. [May be repeated for credit when the topic is different.]

English 562, Seminar in British Literature before 1800, treats representative literature during the Anglo-Saxon, Medieval, Renaissance, Interregnum, or Restoration periods up through the reign of George III (1760–1820) and pursues a coherent theme that draws on major literary works and a few minor works, in order to comprehend the interrelations among genres, history, religion, and society during a distinct period.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 562, they should be able to

- apply the broad theme of the course to specific types of literature then current, by interpreting major events or conflicts that shaped government and daily life (secular and sacred).

- trace the influence of major writers from the period to the works of later writers.

- research and present a substantial seminar paper with the guidance of the professor.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

563 Seminar in British Literature since 1800 — Topic changes from term to term. [May be repeated for credit when the topic is different.]

English 563, Seminar in British Literature since 1800, presents the study of literature through a theme or topic, which varies by semester. Based on theme (for example, war and literature or romantic landscape) or a topic or genre (for example, gothic novel, postmodernism, or modern British drama), instructors select representative works of literature that can be studied in their intellectual, historical, and social contexts.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 563, they should be able to

- recognize the major aspects of the literature covered.

- identify the themes, motifs, or concerns that contribute towards the constitution of a genre of literature.

- be familiar with critical or theoretical debates surrounding the literature and its topic or theme.

- synthesize material from a variety of sources and accurately document their use.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

564 British Drama—Origins and development of British drama, with emphasis on the principal dramatists (other than Shakespeare) of the seventeenth and eighteenth centuries.

English 564, British Drama, is a chronological introduction to the origins and development of drama in England, with primary emphasis on dramatic traditions. Beginning with mystery, miracle, and allegorical plays, the course establishes the Medieval tradition that led to the flowering of Elizabethan drama—represented by major playwrights, excluding Shakespeare—and the continued development of theater during the Jacobean period. Acknowledging the Interregnum, the course concludes with drama of the Restoration. To provide a foundation for further reading, major works by influential or innovative playwrights are emphasized.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 564, they should be able to

- recognize the basic structure of the dramatic form.

- identify elements of dramatic technique as used by various playwrights.

- analyze drama from a variety of perspectives: as readers, as potential viewers, and as, perhaps, performers.

- describe major developments in the British dramatic tradition, as represented by selected plays.

- articulate the intellectual, historical, and social contexts for dramatic development and change.

- apply the principles of close reading in their discussions of and in their writing about drama.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

565 The British Novel—Origins and development of the British novel with emphasis on the nineteenth and twentieth centuries.

English 565, The British Novel, examines the origins and development of prose fiction in the United Kingdom, with primary emphasis on its success as the dominant literary form between 1850 and 1950. Beginning with an introduction to the origins of the popular novel in the eighteenth century, the course explores how writers such as Jane Austen and Charles Dickens helped to create the prose fictions that established the conventional form of the novel in the nineteenth century. After examining the continued development of the form in late Victorian and Edwardian fiction, the course concludes with a study of the effects of the Modern movement on the novel, especially in the works of James Joyce and Virginia Woolf.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 565, they should be able to

- recognize the basic structure of the traditional novel.

- identify elements of narrative technique as used by various novelists, and analyze themes and contexts for individual works.

- describe major developments in the transformation of the British novel, as represented by selected works.

- apply the principles of close reading in their discussions of and in their writing about fiction.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

600 Bibliography and Research Methods in English—An introduction to graduate studies in English, including research tools and methodology, documentation, bibliographical applications, and textual criticism.

English 600, Bibliography and Research Methods in English, is required at the beginning of the student's program of study because it prepares students for graduate-level coursework in the discipline of English studies. English 600 not only introduces more sophisticated research tools and scholarly methods, but it also presents more advanced strategies for argumentation than are expected at the undergraduate level. A scholarly paper that requires substantial research is required.

■ Required of all students in the graduate program.

After students complete English 600, they should be able to

- apply research methods using traditional print sources and electronic tools; applications for these tools include proposals, arguments, and literary analysis in graduate work and for the discipline at large.

- discuss textual studies of manuscripts and the history of book production from medieval to contemporary.

- practice bibliographic description as applied to textual criticism.

- recognize types and purposes of the editorial process for scholarly works.

- produce a major scholarly research project, as well as shorter complementary writing assignments, such as reports and bibliographies.

601   Studies in Rhetoric and Composition—Topic changes from term to term. [May be repeated for credit when the topic is different.]

English 601, Studies in Rhetoric and Composition, introduces topics within the discipline of rhetoric and composition, such as the history of rhetoric (classical or contemporary), women's rhetoric, research methods, assessment, new media composition, and others. Courses will vary based on topics but should connect the subfield to rhetoric and composition at large.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 601, they should be able to

- articulate the relationship between the topic of the course and the field of rhetoric and writing.

- identify key rhetorical terms and techniques.

- demonstrate a basic knowledge of key scholars in the subfield.

- connect research within the subfield to canonical texts in rhetoric and composition.

- articulate how the special topic adapts, uses, and engages with the history of rhetoric.

- apply different research methods in their exploration of the subfield.

- demonstrate an ability to research and write original work concerning the topic.

635   Literary Theory and Criticism—Major critical theories and their application to selected literary works and to the teaching of literature.

English 635, Literary Theory and Criticism, is required of all students in the graduate program because literary theory is an essential tool for the interpretation and understanding of texts and the forces that shape them. Because graduate studies depends on theory and criticism, English 635 introduces dominant Western theoretical trends of the twentieth and early twenty-first centuries. Rather than exploring the historical development of critical theory, attention is given to recent (and still influential) trends, the connections and divisions among different theoretical modes, and the application of theory in students' own work.

■ Required of all students in the graduate program.

After students complete English 635, they should be able to

- identify the major theorists of the twentieth and early twenty-first centuries and associate them with particular theoretical and critical practices.

- understand the fundamental concepts that sustain contemporary theoretical approaches to literature and recognize their differences.

- connect theoretical modes to social, political, and cultural contexts.

- demonstrate an ability to apply theoretical concepts in their discussions of and writing about literature.

- produce substantial written work (a seminar paper or a series of papers) that integrates their ideas, theoretical concepts, and research while examining texts.

639   Studies in Comparative Literature—Topic changes from term to term. [May be repeated for credit when the topic is different.]

English 639, Studies in Comparative Literature, presents the study of literature through a theme or topic, which varies by semester. Structuring the course around a theme, topic, or genre, instructors select representative works of literature that can be examined in their intellectual, historical, and social contexts.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 639, they should be able to

- describe the major themes, critical ideas, forms, styles, and historical and cultural events related to the topic of the course.

- place the literary works covered in the course in their historical, cultural, and intellectual contexts.

- analyze and interpret relations of literary texts with other texts and with historical and cultural contexts.

- be familiar with and able to contribute to critical or theoretical discussions surrounding the literature and its topic or theme.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

649   Studies in American Literature — Topic changes from term to term. [May be repeated for credit when the topic is different.]

English 649, Studies in American Literature, presents the study of literature through a theme or topic, which varies by semester. Structuring the course around a theme, topic, or genre, instructors select representative works of literature that can be examined in their intellectual, historical, and social contexts.

■ Satisfies the 600-level "American Literature" requirement.

After students complete English 649, they should be able to

- describe the major themes, critical ideas, forms, styles, and historical and cultural events related to the topic of the course.

- place the literary works covered in the course in their historical, cultural, and intellectual contexts.

- analyze and interpret relations of literary texts with other texts and with historical and cultural contexts.

- be familiar with and able to contribute to critical or theoretical discussions surrounding the literature and its topic or theme.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a research project.

654   The British Novel in the Eighteenth Century — Representative
British novels of the eighteenth century, studied against their intellectual, historical, and
social background.

English 654, The British Novel in the Eighteenth Century, presents the works of
significant novelists of the eighteenth century, including those in both the old and new
canon. Special attention will be given to the rise of the novel as the dominant literary
form of the period, as well as the development of subgenres and the emergence of
commercialized art and literature.

■ Satisfies the 600-level "British Literature before 1800" requirement.

After students complete English 654, they should be able to

- recognize the principles of narrative form, as represented in the novel.

- identify stylistic techniques as used by various novelists.

- describe major developments in eighteenth-century England, as represented by
  selected novels.

- articulate the intellectual, historical, and social contexts for the development and
  change of the novel.

- apply the principles of close reading in their discussions of and in their writing
  about novels.

- demonstrate the use of theory and appropriate criticism in a substantial research
  project.

659   Studies in British Literature before 1800 — Topic changes from term
to term. [May be repeated for credit when the topic is different.]

English 659, Studies in British Literature before 1800, presents the study of literature
through a theme or topic, which varies by semester. Structuring the course around a
theme, topic, or genre, instructors select representative works of literature that can be
examined in their intellectual, historical, and social contexts.

■ Satisfies the 600-level "British Literature before 1800" requirement.

After students complete English 659, they should be able to

- describe the major themes, critical ideas, forms, styles, and historical and cultural
  events related to the topic of the course.

- place the literary works covered in the course in their intellectual, historical, and social contexts.

- analyze and interpret relations of literary texts with other texts and with historical and cultural contexts.

- be familiar with and able to contribute to critical or theoretical discussions surrounding the literature and its topic or theme.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

669   Studies in British Literature since 1800—Topic changes from term to term. [May be repeated for credit when the topic is different.]

English 669, Studies in British Literature since 1800, presents the study of literature through a theme or topic, which varies by semester. Structuring the course around a theme, topic, or genre, instructors select representative works of literature that can be examined in their intellectual, historical, and social contexts. Recent topics have included "Wordsworth and his Contemporaries," "Yeats, Hughes, Heaney," and "Re-Imagining the Victorians."

■ Satisfies the 600-level "British Literature since 1800" requirement.

After students complete English 669, they should be able to

- describe the major themes, critical ideas, forms, styles, and historical and cultural events related to the topic of the course.

- place the literary works covered in the course in their historical, cultural, and intellectual contexts.

- analyze and interpret relations of literary texts with other texts and with historical and cultural contexts.

- be familiar with and able to contribute to critical or theoretical discussions surrounding the literature and its topic or theme.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

680   Curriculum in English—Readings and discussions on recent material in language, literary, and rhetorical learning. [For teachers and administrators.]

English 680, Curriculum in English, considers specific issues related to teaching English in secondary schools, within a range of topics that change from semester to semester. While focusing on an individual issue or specific range of issues, this course seeks to prepare secondary English teachers to develop approaches for, and excel at, dealing with underexplored situations, instructional topics, or scenarios that may arise in the course of teaching secondary English.

■ May be used to satisfy the "English Elective" requirement.

After students complete English 680, they should be able to

- demonstrate curiosity and interrogative techniques regarding topics and scenarios that fall outside the central focus of English Teaching.

- identify and define central themes, ideas, and characteristics related to the chosen topic for the course.

- produce significant research relating to the chosen topic.

- connect theoretical concepts relating to the chosen topic to real-world classroom concerns and practices.

- develop practical classroom approaches and exercises for successful interaction with, or presentation of, the chosen topic.

- articulate sound pedagogical principles in support of the approaches developed for the chosen topic.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

685A Advanced Seminar in Teaching English: Composition—An introduction to the field of Rhetoric and Composition, tracing key concepts from Classical through Postmodern theories, with an emphasis on contemporary approaches and their application to best practices in writing pedagogy.

English 685A, Advanced Seminar in Teaching English: Composition, is the formal academic component of the mentoring program for the teaching assistantship in the Department of English. All teaching assistants must enroll in English 685A their first

semester of teaching as a condition for employment. Students wishing to apply for assistantships in the future, students pursuing related degrees through other graduate programs (such as the College of Education), and teachers currently in the field also may enroll in the class.

The goal of English 685A is to provide novices to the field of Rhetoric and Composition an understanding and appreciation of the field. The course commits to the disciplinary assumption that the relationship between theory and pedagogy is a complementary one, with theory informing pedagogy and reflection upon pedagogy refining and revising theory. To that end, the course includes both scholarly research in the field as well as discussion of practical applications of the theory to teaching writing with various student populations.

- May be used to satisfy the "English Elective" requirement.

- Required of all teaching assistants during their first semester in the program.

After students complete English 685A, in relation to the *theoretical content* of the class, they should be able to

- trace the development of the field of Rhetoric and Composition, beginning with the pre-Socratics through postmodernism.

- explain the relationship of Rhetoric and Composition to other areas in the field of English Studies.

- define the major twentieth and twenty-first century approaches to teaching writing such as Current-Traditionalism, Cognitivism/Socio-Cognitivism, Expressivism, Social Epistemic, and New Media.

- identify the pedagogical approaches associated with the contemporary approaches to teaching writing.

After students complete English 685A, in relation to the *pedagogical content* of the class, they should be able to

- recognize and apply a recursive writing process in teaching writing.

- explain the components of the rhetorical situation and their application to the writing process.

- understand and apply appropriate invention strategies for any given writing situation.

- understand the difference between audience addressed and audience invoked and the implications of each for the teaching of stance.

- understand the concept of discourse communities and how communities shape the conventions of writing in any given forum.

- construct a thesis statement that expresses an original, significant point about the topic.

- understand and apply the modes to organize essays and paragraphs.

- recognize the difference between revising and editing and techniques associated with both.

- understand the concept that grammar should be taught rhetorically within the context of writing.

- understand and apply appropriate methods of responding to and assessing student writing.

- understand the difference between paraphrasing, summarizing, and quoting and techniques to teach each.

- understand and apply MLA format to documented essays.

- recognize the complexity of the issue of plagiarism, as well as the different types of plagiarism and appropriate methods for dealing with each.

Recommended Textbooks:

Because of the dual focus of the class, required texts and readings should address scholarly research in the field (through a custom course pack or an edited collection such as Villanueva and Arola's *Cross Talk in Composition*) as well as pedagogical concerns (again, through a custom course pack or an introductory teaching text such as Lindemann's *A Rhetoric for Writing Teachers*). Students are responsible for purchasing these English 685a textbooks. In addition, English 685a students will read, discuss, and critique the textbooks they are using to teach their introductory writing classes. Desk

copies of the first-year writing textbooks will be provided at no charge to English 685A students who are teaching first-year writing.

691   Independent Research—Research on a topic proposed by the student and instructor and approved by the Chairperson of the Department of English. [This course can be taken only one time.] (Please see Appendix D for more information.)

English 691, Independent Research, offers students the opportunity to work individually with a faculty member when students want to study a topic that is not treated in regularly scheduled courses. An "Arranged Course Proposal Form" and a list of readings and assignments must be submitted for approval, and the faculty member and the student must provide a rationale for the course, devise a plan that includes the kind and amount of work to be completed, create a schedule of activities, and establish criteria for grading the work.

■   May be used to satisfy the "English Elective" requirement.

After students complete English 691, they should be able to

- describe the major themes, critical ideas, forms, styles, and historical and cultural events related to the topic of the independent study.

- place the literary works covered in the independent study in their historical, cultural, and intellectual contexts.

- analyze and interpret relations of literary texts with other texts and with historical and cultural contexts.

- be familiar with and able to contribute to critical or theoretical discussions surrounding the literature and its topic or theme.

- apply the principles of close reading in their discussions of and in their writing about literature.

- demonstrate the use of theory and appropriate criticism in a substantial research project.

692   Master's Paper (with an Essay-Exam Option)—A substantial research paper produced at the end of a student's program of study. Alternately, a student can complete a set of researched essay exams. By arrangement with the chairperson of the student's paper or exam committee.

English 692, Master's Paper, is one of four culminating projects through which students complete the master's program. Working independently but with the guidance of the paper committee, a student produces a substantial scholarly paper of approximately

thirty to forty pages. The paper incorporates research, applies critical theory, and demonstrates fluency in scholarly documentation. An oral defense of the paper completes the work.

English 692, Essay-Exam Option, is completed at the end of a student's program of study, through which he or she demonstrates breadth and depth of knowledge of works, genres, and theoretical approaches by constructing persuasive critical arguments in response to questions designed by the student's exam committee. By arrangement with the chairperson of the student's exam committee. An oral defense of the essay-exam responses completes the work.

■ May be used to satisfy the "culminating project" requirement.

After completing English 692, students should be able to

- demonstrate that they can develop a substantial project.

- research selectively to support their project.

- apply critical theory to their topic.

- synthesize a variety of perspectives while, at the same time, developing a perspective of their own.

- write effectively for a scholarly audience.

- demonstrate a mastery of academic writing—from format to documentation.

- articulate their premises effectively in writing (in the paper) and in speaking (in the defense).

- respond effectively to criticism and incorporate changes, when necessary.

698 Creative Project—This course is a culminating experience for master of arts students in English in the writing specialization. It includes both written and performed components, research, and analysis, as well as creative production. By arrangement with the chairperson of the student's project committee.

English 698, Creative Project, is one of four culminating projects through which students complete the master's program. Working independently but with the guidance of the project committee, a student produces a substantial creative project—collection of stories, collection of poems, novel, and so on—of approximately thirty to forty pages. The project contains a critical introduction, which places the work in a scholarly context and discusses the creative process that produced the work. A public reading of selected portions of the project is required.

■ May be used to satisfy the "culminating project" requirement.

After completing English 698, students should be able to

- demonstrate that they can develop a substantial project.

- research selectively to place their creative work in a context.

- apply creative writing theory in their work.

- write effectively for a scholarly audience (in the introduction).

- demonstrate a mastery of creative writing—from form to style.

- articulate their premises effectively in writing (in the introduction and the creative work) and in speaking (in the reading and subsequent discussion).

- respond effectively to criticism and incorporate changes, when necessary.

699 Master's Thesis—An extended substantial research paper or creative work produced at the end of a student's program of study. By arrangement with the chairperson of the student's thesis committee.

English 699, Master's Thesis, is one of four culminating projects through which students complete the master's program. Working independently but with the guidance of the thesis committee, a student produces a substantial scholarly or creative work of approximately fifty to seventy-five pages. The thesis must meet the guidelines of the College of Graduate and Professional Studies.

■ May be used to satisfy the "culminating project" requirement.

After completing English 699, students should be able to

- demonstrate that they can develop a substantial project.

- research selectively to support their project.

- apply critical theory to their topic or creative theory to their work.

- synthesize a variety of perspectives while, at the same time, developing a perspective of their own.

- write effectively for a scholarly audience.

- demonstrate a mastery of academic writing—from format to documentation.

- articulate their premises effectively in writing (in the paper) and in speaking (in the defense).

- respond effectively to criticism and incorporate changes, when necessary.

APPENDIX A
MA in English—Concentration in British and American Literature

	Course	Hours	Professor	Term
Research and Theory (6 hours)				
• Bibliography and Research	600	3	_____	_____
• Literary Theory	635	3	_____	_____
English Core (9 hours)				
• 600-level British Lit. before 1800	_____	3	_____	_____
• 600-level British Lit. since 1800	_____	3	_____	_____
• 600-level American Literature	_____	3	_____	_____
Concentration (6 hours)				
• Elective in British/American Lit.	_____	3	_____	_____
• Elective in British/American Lit.	_____	3	_____	_____
General Electives (6 hours)				
• May be outside area or Dept.	_____	3	_____	_____
• May be outside area or Dept.	_____	3	_____	_____
Culminating Experience (6 hours)				
• *Master's Paper (or Essay Exam)*	692	3	_____	_____
• Elective in British/American Lit.		3	_____	_____
OR				
• *Master's Thesis Option*	699	6	_____	_____

APPENDIX B
MA in English—Concentration in Writing

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	Course	Hours	Professor	Term
Research and Theory (6 hours)				
• Bibliography and Research	600	3	_____	_____
• Literary Theory	635	3	_____	_____
English Core (9 hours)				
• 600-level British Lit. before 1800	_____	3	_____	_____
• 600-level British Lit. since 1800	_____	3	_____	_____
• 600-level American Literature	_____	3	_____	_____
Concentration (9 hours)				
• Elective in Writing *	_____	3	_____	_____
• Elective in Writing	_____	3	_____	_____
• Elective in Writing	_____	3	_____	_____
General Elective (3 hours)				
• May be outside area or Dept.	_____	3	_____	_____
Culminating Experience (6 hours)				
• _Master's Paper: Creative Project_	698	3	_____	_____
• Elective	_____	3	_____	_____
OR				
• _Master's Thesis Option **_	699	6	_____	_____

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*   Creative writing students **must take electives in at least two of the major genres**—poetry, fiction, creative nonfiction—as well as take at least one workshop in the genre of their project or thesis.

**   For creative writing students, the thesis for this track is a creative work —e.g., a novel, collection of poetry, short stories, or essays. However, they are urged to elect the creative project option.

APPENDIX C
PhD in Curriculum and Instruction: English

Course Work	*Hours*
1. Educational Foundations (6 hours)	6
2. Inquiry Studies (6 hours)	
CIMT 610*—Research in Education	3
A statistics course	3
3. Curriculum and Instruction (18–24 hrs.)	
CIMT 620—Instructional Design	3
CIMT 660—Curriculum Fundamentals	3
CIMT 675—Supervision of Instruction	3
CIMT 770—Curriculum Development	3
CIMT 860—Seminar in Curricular Theory	3
CIMT 862—Seminar in Instructional Theory and Research	3
CIMT 864—Seminar in Supervision and Instructional Leadership	3
4. Area of Specialization or Application (15-20 hrs.)	
CIMT 800**—Research in Education	1–4
CIMT 792—Field Research Projects	3
5. Cognate Fields (15-20 hrs.)	

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*   *CIMT* is the acronym for the Department of Curriculum, Instruction, and Media Technology.

**   Students enrolling for a minimum of 2 hours must also take Graduate Education 859.

APPENDIX D
Guidelines for English 691 — Independent Research

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691 Independent Research in English

Because the independent research course provides an individualized plan of study, a "Statement of the Project"—to be submitted with a College of Graduate and Professional Studies "Arranged Course Approval Form"—should include the following information:

Identifying Information: A Statement of the Project should include

- the course number and a descriptive title for the project.
- the semester and year.
- the instructor's and student's names.
- the proposed meeting times.

Description of the Project: A Statement of the Project should include

- a brief rationale for the project.
- the project goals.
- a week-by-week schedule of work related to the project (including faculty–student conferences, readings, due dates for work, and so on).

Description of Assignments: A Statement of the Project should include

- a description of written work required for the independent research course, including brief explanations of the number, type, and length of papers.
- an explanation of the number and type of presentations or projects.
- an explanation of other course requirements, i.e., faculty-student conferences.
- Indicate secondary scholarship to be assigned.

Description of Criteria for Evaluation: A Statement of the Project should include

- a table, outline, list, or easily interpreted form that identifies all graded work for the project.
- an explanation of the proportional value of all graded work.

Preliminary Reading List: A Statement of the Project should include

- full citations for the texts required for the project, including edition, when necessary.

- detailed descriptions of required class materials.

APPENDIX E
Policy on Academic Integrity
from
The Indiana State University Code of Student Conduct and Rights of Students

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These regulations and other University policies and regulations referenced herein govern the conduct of individual students and student organizations. Students and student organizations will be held accountable for the conduct of their guests. Students and student organizations will be subject to these regulations for conduct occurring away from the campus when that conduct affects the educational interests or mission of Indiana State University.

Section I

Misconduct Activities Which Subject a Student or Student Organization to Disciplinary Action

A. Policy on Academic Integrity

(Approved by the Indiana State University Board of Trustees on April 27, 2007 for implementation at the beginning of the 2007 Fall Semester on August 22, 2007)

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

A summary of behaviors that constitute academic dishonesty appears below. The definitions and clarifications provide additional information and examples of prohibited behaviors. They are not all-inclusive. Questions regarding this policy or requests for additional clarification should be directed to the Office of the Provost, Student Affairs, or to Student Judicial Programs. The types of academic dishonesty described include:

- Cheating on examinations
- Plagiarism
- Falsification, forgery, and obstruction
- Multiple submissions
- Facilitating academic dishonesty
- Misconduct in research and creative endeavors
- Misuse of academic resources

- Misuse of intellectual property
- Violation of ethical and professional standards

Academic dishonesty includes:

1. Cheating on Examinations

Definition

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance not authorized by the instructor during an examination or evaluation.

Clarification

a. While taking an examination or being evaluated, students are prohibited from looking at other students' materials and from using external aids (e.g., books, notes, computers, calculators, electronic devices, and conversation with others), unless the instructor has specifically indicated in advance that this will be allowed.

b. Students are prohibited from taking examinations, undergoing evaluations, or completing any assignments for others. Students shall not allow other persons to take examinations or participate in evaluations or complete any assignments for them.

c. Students shall not acquire unauthorized information about an examination or evaluation and shall not use such information acquired by others.

2. Plagiarism

Definition

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is not properly documented.

Clarification

a. Information, quoted or paraphrased, gained in reading or research that is not common professional knowledge must be acknowledged in a footnote, endnote, or by parenthetical citation in the text.

b. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in a footnote, endnote, or by parenthetical citation in the text.

c. When source material is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote, endnote, or by parenthetical citation in the text.

d. The prohibition of plagiarism applies, but is not limited to, papers, reports, projects, and other work submitted to fulfill course requirements.

e. "Turnitin" is a plagiarism prevention program which analyzes papers, reports, and other documents for indications of plagiarism. Questions should be directed to the Turnitin coordinator at extension 7685.

3. Falsification, Forgery, and Obstruction

Definition

Falsification is the intentional and unauthorized fabrication or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that the resulting process or product is different from what actually occurred. Forgery is the imitating or counterfeiting of images, documents, signatures, and the like. Obstruction is any behavior that limits the academic opportunities of other students by:

- improperly impeding their work or their access to educational resources.
- disrupting instruction.

Clarification

a. Fabricated or forged information shall not be used in any laboratory experiment, report of research, research paper, or academic exercise. Invention for artistic or creative purposes is legitimate under circumstances explicitly authorized by an instructor.

b. Students shall not furnish or attempt to furnish fabricated, forged, or misleading information to University officials on University records, or on records of agencies in which students are fulfilling academic assignments.

c. Students shall not steal, change, or destroy other students' work. Students shall not impede the work of others by theft, defacement, or mutilation of resources so as to deprive others of their use.

d. Students shall not falsely report meeting responsibilities of attendance or participation in classes, practica, internships, or other field work experiences, or submit falsified excuses for attendance or participation in such experiences.

e. Students shall not engage in conduct that obstructs or disrupts any instructional activity. Prohibited conduct includes, but is not limited to:

- Conversation with others during lectures or instructional exercises.
- Unauthorized or inappropriate use of computing resources.
- Operating electrical or communication devices in a disruptive manner.
- Engaging in verbal or physical conflict.
- Failing to enter class on time and remain during the entire scheduled period.
- Failing to comply with directions from an instructor to cease disrupting any instructional activity.

4. Multiple Submissions

Definition

Multiple submissions are the submission of all or part of the same or substantially the same work for credit in two or more courses.

Multiple submissions include the use of any academic work previously submitted for academic credit at this or another institution, including high school work.

Multiple submissions shall not include those academic exercises when written approval by the current course instructor authorizes use of prior academic work.

When multiple submissions are allowed, instructors will specify the expected academic effort applicable to their courses.

Clarification

a. Students may not normally submit any work for academic credit in more than one course. This will apply to submissions of the same or substantially the same work whether in the same or in different semesters.

b. Students may not normally submit all or part of the same or substantially the same work for academic credit in two different courses even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).

c. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it **prior** to the submission of the current endeavor.

d. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission. This authorization is required whether the courses occur in the same or in different terms.

e. Collaboration on any academic exercise is forbidden unless specifically authorized by the instructor for a specific exercise. Students should not assume that collaboration is authorized unless the course instructor gives approval. Students authorized to engage in collaboration shall be required to demonstrate that the work submitted reflects an appropriate level of the student's individual work.

5. Facilitating Academic Dishonesty

Definition

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Facilitating academic dishonesty includes behavior that may not directly benefit the accused but assists another student in violating the policy.

Clarification

a. Students shall not allow others to copy from their papers during any examination, or on any paper or other assignment.

b. Students shall not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other University official.

c. Students shall not provide information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor.

6. Violation of Professional Standards in Research and Creative Endeavors

Definition

Misconduct in research is a serious deviation from accepted professional practice within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes:

- Plagiarism.
- Fabrication or falsification of data.
- Misrepresentation of scientific or creative works.

Misconduct in research does not include honest error or honest disagreement about interpretation of data.

Clarification

a. Students shall not invent or counterfeit information.

b. Students shall not report results dishonestly, whether by dishonest or selective reporting of data, altering or improperly revising data, selective reporting or analysis of data, or negligence in the collection or analysis of data.

c. Students shall not represent another person's ideas, writing, or data as their own.

d. Students shall not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.

e. Students shall not publish, exhibit, or perform work in circumstances that will mislead others. They shall not misrepresent the nature of material or its origin, and they shall not add or delete names of authors without permission. Student artists produce works under artistic license and have great liberty in artistic expression; however, they are still accountable for inappropriate practices that are not within the professional norm of a given discipline.

f. Students shall adhere to all federal, state, municipal, and University regulations as outlined in the policies of the Institutional Review Board (www.indstate.edu/osp/irb/home.html) for the protection of human subjects, and the Institutional Animal Care and Use Committee (www.indstate.edu/ecology/IACUC.htm) for studies involving animals, and adhere to the standards of professional conduct prescribed by the *Indiana State University Handbook* (www.indstate.edu/osp/re_admin/index.html).

g. Students authorized to access the institutional record system (BANNER) shall utilize the system in accord with University policy and any other pertinent regulations (for example, the Family Education Rights and Privacy Act/FERPA).

7. Misuse of Academic Resources

Definition

Misuse of academic resources involves the intentional use, misuse, or alteration of University materials or resources to make them inaccessible to others. Such misuse includes the unauthorized or inappropriate use of computer accounts, alteration of passwords, violation of library procedures, or other intentional misuse or destruction of educational materials.

Clarification

a. Students shall not use the University computer system to support plagiarism.

b. Students shall not monitor or tamper with another person's electronic communications.

c. Students shall not use University computer resources to engage in illegal activity, including but not limited to: illegally accessing other computer systems, exchanging stolen information, or violating copyright agreements.

d. The ISU computing policies are at the following web address: <http://www
    .indstate.edu/oit/official_docs/computing_policy_procedures.Html>.

8. Misuse of Intellectual Property

Definition

Misuse of intellectual property is the improper use of copyright materials,
trademarks, trade secrets, or intellectual property.

Clarification

Students shall not violate University policy concerning fair use. This policy appears
in Appendix J of the *Indiana State University Handbook* and at
http://web.indstate.edu/adminaff/handbook/AppendixJ.pdf

9. Violation of Ethical and Professional Standards

Definition

Students shall adhere to the standards, guidelines, and/or codes associated with the
ethics and conduct established for academic programs and courses.

Clarification

Such standards generally are communicated by instructors and are available in
professional publications. Assistance in accessing these standards is available
through the appropriate academic department. Unethical or unprofessional behavior
is a violation of the Policy on Academic Integrity.

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*Special acknowledgement is given to Central Michigan University for allowing Indiana
State University to utilize its Policy on Academic Integrity for Off-Campus Students as a
model in developing this document.*

*This policy applies to all student experiences involving academic credit (e.g., on-campus
and distance education courses, internships, practica, theses) and is one of the regulations for
student ethical behavior referenced in the Indiana State University Code of Student Conduct.*