

College Document # _COAS 157_
UCC Document # _____
Date Received _____



CATALOG YEAR ~~2009~~2011-201120
(Please use separate form for each add/change)

COLLEGE: _COAS_

Current Catalog Page(s) Affected _____

Course: Add: _____ Delete: _____ Change _____:
(check all that apply) Number ___ Title ___ SCH ___ Description ___ Prerequisite ___

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

Program: Add: _____ Change: X _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor. If in current catalog, provide change and attach page with changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry. If in current catalog, provide change and attach page with changes in red.

College Introductory Pages: Add information: _____ Change information: _____ Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Justification:

The department has agreed to change the degree plan for both the thesis and non-thesis options to make it more competitive and more in line with what other institutions are currently offering. Please see attached narrative.

Approvals: Signature Date

Chair _____
Department Curriculum Committee

Chair _____
Department

Chair _____
College Curriculum Committee

Dean _____

**MASTER OF ARTS IN
ENGLISH
NON-THESIS PLAN**

MAJOR CURRICULUM - ENGLISH

27 SCH

Research and Criticism Requirement: Choose one course from:

ENGL5345
Survey of European Literary Criticism **OR**

ENGL
5350
Theory and Practice of Literary Criticism **3 SCH**

Methodology Requirement One course chosen from:

ENGL 5301
Pedagogical Theory and Practice **OR**

ENGL 5302
Introduction to the Profession **3 SCH**

Literature Requirement: Four courses chosen from each of the following fields and periods:*

English Literature to 1700

English Literature from 1700 to Present

American Literature to 1900

American Literature from 1900 to Present

12 SCH

*Selection of courses must be approved by the student's graduate advisor before registration.

ELECTIVES:

9 SCH

Students may choose any graduate-level ENGL course to complete required coursework.

Research and Criticism Requirement Required courses:

~~ENGL~~

~~5350-~~

~~Theory and Practice of Literary Criticism OR~~

~~-~~

~~ENGL~~

~~5345-~~

~~Survey of European Literary Criticism~~

~~-~~

Language Studies Requirement One course chosen from:

~~ENGL 5301/ENGL 5304/ENGL 5365⁺—~~

Literature Requirement Seven courses chosen from:

~~ENGL 5303⁺/ENGL 5305/ENGL 5306/ENGL 5307⁺/ENGL 5308⁺/ENGL 5309/ENGL~~

~~5311⁺/ENGL 5312⁺/ENGL 5313/ENGL 5315⁺/ENGL 5316⁺/ENGL 5323/ENGL 5324——~~

MINOR CURRICULUM OR ENGLISH ELECTIVES²-ELECTIVES¹

9 SCH

Three **graduate** courses **from one discipline**,
at least one of which must be at the 5000 level, or
three additional graduate English courses.

TOTAL 36 SCH

~~⁺When topic changes the course may be repeated only once to fulfill the credit requirement in this area.—~~

~~²Select~~ ¹Select from CRIJ/HIST/IS/PSCI/PSYC/SOCI/SPAN. Students contemplating doctoral work in English may elect to omit the minor curriculum and take nine more hours of English.

Note: See [COLLEGE OF ARTS AND SCIENCES - UNDERGRADUATE DEGREES](#) for information

on the combined BA/MA degree in English.

Proposal for Master's Program Revisions

If adopted, these plans should go into effect and will be applicable to all students who enter the TAMIU English graduate program beginning in Fall 2011. Students who enrolled effective Fall 2010 will have the option of adopting the new guidelines or continuing on the existing program.

PART I. *Recommended Changes to Comprehensive Examination and Exam Committees:*

A. Short Term

Students enrolled in the M. A. program before Fall 2011 will pursue their exams as before, with the comprehensive exam being drawn up by faculty members who have taught courses taken by individual candidates. However, the student must articulate to the department chair or graduate advisor four study areas for the examination and choose committee members who will represent these areas. The student shall strive to best represent the diversity of his or her studies, bringing in different types of literature as well as criticism or theory.

B. Long Term

1. After a student has been admitted to the Master's program, the student will be interviewed by either the department chair or the graduate program coordinator who will assign the student a mentor, chosen from the faculty and who seems most compatible with the student's interests. The mentor will guide the student through the graduate program for the first year, identify faculty members who will work with the student and likely serve on the comprehensive exam committee, and will be acting chair of the student's exam committee.
2. Within the first year the student may choose another faculty member who will take over the duties of mentor and serve as actual chair of the exam committee. If the student chooses to stay with his or her assigned mentor, that mentor will become permanent committee chair.
3. The exam committee chair, in consultation with the student and the department chair, will assemble the committee to administer the student's comprehensive exams.
4. The exam committee chair, in consultation with the student and committee members, will assemble a list of no more than twelve primary and secondary readings, which should include at least one reading from each of the four required study areas (see II.4). The eight other works should reflect the student's individual study or research interests and texts from either criticism/theory or pedagogy.
5. The student will still choose a thesis or non-thesis option for the exam. However, even those who take the non-thesis option will revise and expand one seminar paper, which the student will submit to the committee for examination. The purpose of revising a paper is to demonstrate the student's mastery of writing at the graduate

- level; revision of the paper will be a large part of the focus of the “Introduction to the Profession” and “Pedagogical Theory” courses (see II.2).
6. In creating examination questions for the students who chose the non-thesis option, the committee should strive to see that some aspect of each of the four study areas (see II.4) is addressed in at least one question. However, questions may address more than one study area, and each study area may be addressed in more than one question. Thesis-option students do not have to take the comprehensive written examination.
 7. The comprehensive exam will now contain an oral component. Students who chose the thesis option will be required to deliver an oral defense of the thesis before the examination committee (maximum time one hour); those who chose the non-thesis option will be interviewed by the examination committee on the revised seminar paper that has been submitted and on test answers (maximum forty five minutes).

PART II. *Recommended Changes to the M. A. Program*

1. *Postpone the Rhetoric / Composition Option.* At the present time resources don't allow us to fully support this option, but a Rhet/Comp program should be reserved for future exploration.
2. *Create an “Introduction to the Profession” Course and a Course in Pedagogical Theory and Practice; students would choose to take one course.* The “Introduction to the Profession” course would emphasize graduate-level writing, research, publication, conferences, interviewing and so on; and would be directed primarily toward students interested in going on to a PhD program. The “Pedagogical” course would focus on teaching methods, composition theory, and the like, and would be directed primarily toward students interested in entering the teaching profession upon earning the M. A. Both courses would focus in part on revising a seminar paper for the needs of publication or admission to a PhD program, which will help students who pursue the non-thesis option for their comprehensive examination to fulfill one requirement (see I.B.4). The courses should be offered once a year, or once every eighteen months or two years, depending on enrollment; they could also be cross-listed with similar 4000-level courses and offered to interested BA students.
3. *Students will continue the requirement that they take three units in criticism / theory.*
4. *Students will no longer be required to choose from a jumble of course list numbers; instead they will be required to take twelve units in four areas. At least one course (three units) must come from each of the following study areas:*

English Literature to 1700
English Literature from 1700 to Present
American Literature to 1900
American Literature from 1900 to Present

To insure that all enrolled students will be able to reach this requirement, all effort must be taken to see that all four study areas are represented in a two-year cycle of graduate course offerings. The remaining number of units that students must take is up to the individual student, and should reflect the student's individual study or research interests.