



UNC CHARLOTTE

Department of English

Graduate Student Handbook

Dr. Lara Vetter
Director of Graduate Studies
Fretwell 290J
Phone: 704-687-0616
Email: LVetter@uncc.edu

Ms. Jennie Mussington
Administrative Assistant for the Graduate
Program
Fretwell 260F
Phone: 704-687-0014
Email: jmussing@uncc.edu



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PROGRAM GOALS

The Master of Arts degree program in English serves the needs of students seeking personal enrichment, those preparing to pursue a Ph.D. in English or other advanced professional degrees, and those seeking professional advancement in fields such as writing, publishing, or teaching on the primary, secondary, or college levels. Within the overall category of a Masters in English, students will choose a specific concentration in Applied Linguistics, Children’s Literature, Composition/Rhetoric, Creative Writing, English Education, English for Specific Purposes, Literature, or Technical/Professional Writing. For more information about two other masters programs related to English—The Masters in Education with a specialty in Teaching English as a Second Language and the Masters in Education with a concentration in English—contact the [College of Education](#) at 704-687-8875.

For additional information do not hesitate to contact the Director of Graduate Studies in English, Dr. Lara Vetter, at LVetter@uncc.edu or 704-687-0616 or Ms. Jennie Mussington the Department’s administrative assistant for Graduate Studies, at jmussing@uncc.edu or 704-687-0014. More information is also available at the [English Department’s website](#).

ADMISSION PROCESS

ACADEMIC REQUIREMENTS

The first requirement for admission to the M. A. program is credit for at least 30 semester hours of English beyond first-year composition, or evidence of equivalent academic preparation as approved by the English Department. In some cases, the Graduate Director may recommend that students take particular courses to prepare for a successful application. Students who need to take additional English courses in order to prepare for graduate studies in English may take courses at UNC Charlotte or elsewhere to qualify for admission to the M. A. program. To be eligible to take courses at UNC Charlotte, they should apply to the Graduate School for admission as [post-baccalaureate students](#).

Students should have a minimum 3.0 grade point average (on a 4.0 scale) on all coursework taken beyond high school. Applications are considered holistically; students with a grade point average slightly lower than 3.0 may still be accepted with particularly strong letters of recommendation and/or test scores.

Once admitted, a student should make sure the Department has their correct name, address, email, and phone number at all times while enrolled in the M. A. program.



APPLICATION PROCEDURES

ALL APPLICANTS

Although the Department has a rolling admissions policy, applicants who are seeking funding should apply by **March 1**. All applications must be submitted online through the [Graduate School's website](#). The application does not have to be completed at one sitting; the application fee is not paid until the application is finished and electronically submitted to the Graduate School.

Students must have a bachelor's degree in English, or its equivalent, from an accredited institution. The Graduate School Application requires:

- An application fee that must be paid electronically when the application is submitted.
- An unofficial transcript from each post-secondary school attended. If a student is admitted, an official transcript will be required.
- A GPA from every post-secondary school attended.
- A statement of purpose outlining the student's preparation and goals for pursuing graduate education in English.
- Three recommendations from individuals who can attest to the student's **academic** qualifications (ideally, former college professors). These recommendations are requested of the recommenders electronically as part of the application process.
- Test scores from either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT); these must be sent from the testing facility to the Graduate School. Scores older than five years will not be accepted.
 - There is no absolute minimum score on the general GRE or MAT tests; however successful applicants will usually achieve scores that place them in the top half of those taking the test.
 - If GRE or MAT test scores are too low, students may retake the test, or take the other allowed test, before applying or reapplying for admission to the M. A. program.
 - For more information on taking these exams, see the Graduate School's [website](#).
 - The MAT is less expensive than the GRE and offered on campus (see < <http://caps.uncc.edu/counseling-and-consultation-services/miller-analogies-test>>). However, most doctoral programs require the GRE, so students planning to do doctoral work after completing the Masters program may be better served by taking the GRE.

When an application is submitted, an email notification confirming the receipt of the application is sent to the applicant. The application is submitted directly to the Graduate



School, and then forwarded to the English Department. Students can check the status of their application online and will receive an email notification when a decision has been made. Students will also receive an email notice if submitted applications are incomplete, and inquiries about incomplete applications should be addressed to the Graduate School. The Graduate Director will also be happy to assist before and/or during the application process.

INTERNATIONAL APPLICANTS

International students have additional requirements to complete:

- **English proficiency.** Students whose native language is not English must take the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS); official scores should be sent to the Graduate School. Scores older than two years will not be accepted.
- See the Graduate School [website](#) for more information about international applicants.

Note: Some bachelor's degrees given by non-US schools are not equivalent to the American bachelor's degree, and recipients of these degrees are not eligible for graduate study at UNC Charlotte. For additional information, contact International Admissions at 704-687-5507.

FINANCIAL AID

GRADUATE ASSISTANTSHIPS

Fourteen graduate teaching assistantships in English are available each academic year, beginning in August. Ordinarily seven assistantships will be awarded to first-year students in the M. A. program, to be renewed for a second year, assuming satisfactory performance. In some years, a limited number of additional teaching assistantships may be available.

Purpose of the Teaching Assistantships

- Provide financial assistance.
- Reward above average academic work and abilities.
- Offer superior instruction in teaching English—especially writing.
- Provide supervised, well-prepared staffing for the Writing Resources Center (WRC) and the Composition Classroom.

Assistantships will be awarded only to the most worthy applicants, and the Department reserves the right not to award some or all of the assistantships if worthy candidates are not available. The Department depends on the participation of its teaching assistants to staff the WRC and the First Year Writing Program. Financial need is not a factor in awarding



assistantships. Normally, the Department will award all of its assistantships by April 1 for the following academic year.

Note: Students who accept an assistantship should understand that they are making a two-year commitment to the Department. They must agree not to hold another paying job (except in the summer).

Application Process

To be considered for an assistantship, students should:

- Have a minimum undergraduate grade point average of 3.5 in English *and* 3.0 overall.
- Complete the application to the M. A. program no later than March 1.
- Have completed less than nine graduate credit hours when beginning the assistantship.

To apply for a teaching assistantship:

- Students must check the box on the Graduate School Application indicating an interest in an assistantship. No other materials are needed.

Holding an assistantship does not affect the amount students will be charged for tuition and fees, or when these fees are due.

Note: UNC Charlotte practices a policy of equal opportunity and affirmative action, and minority applicants are welcomed.

Duties of Graduate Assistants

First year Graduate Teaching Assistants

- Must work approximately 20 hours per week tutoring in the WRC.
- First semester, they must take ENGL 5400 (English Composition Practicum) or its equivalent unless they have already taken it.
- Second semester, they must take ENGL 6195 (Teaching College English).

Second year Graduate Teaching Assistants

- Teach first year writing under the supervision of the Director of the Writing Program.
- Graduate students must enroll in at least six hours of coursework while teaching.
- Graduate teaching assistants must have earned at least 18 credit hours before the beginning of the second year.



Other Assistantships

On occasion the English Department is asked to recommend graduate students for administrative assistantships in other departments and units. Students interested in such positions should let the Director of Graduate Studies in English know; they should also check the [Graduate School website](#) regularly for available positions.

Tuition Assistance

In addition to assistantships, the Department may be able to award at least one tuition assistance award to a graduate student.

To be eligible for merit-based tuition assistance, students are asked to have a FAFSA on file with the [Office of Financial Aid](#). To apply for need-based tuition assistance, students must apply through the Office of Financial Aid, not the Department.

See the Graduate School [website](#) for more information on funding.

POLICIES

ADVISING

Once admitted to the degree program, students should consult with the Director of Graduate Studies for academic advice. When students select a concentration, they may wish to work with a faculty advisor in that area, but the Graduate Director will be available for advice and consultation at any time. It is strongly recommended that students meet with the Graduate Director to discuss their progress toward the degree.

The student is responsible for seeing that all requirements for the degree are met, though the Director of Graduate Studies is available to review requirements with the student. All work for the degree must be completed within a six-year period, beginning with the first term in which credit toward the degree is earned (including any transfer credit). The normal graduate load for a full-time student is nine semester hours during a semester or six semester hours during a five week summer session. Students who have a full or part-time job should adjust their course loads accordingly.

COURSE INFORMATION

In addition to the course descriptions in the University Catalog, the English Department provides more specific descriptions of coursework for each semester or summer session to help students during pre-registration and registration. The departmental course description bulletins indicate clearly which courses are seminars, which are theory-intensive, etc. A copy of the bulletin is posted on the English Graduate Website; another is posted on a bulletin board in the



department office area, and additional copies are available from English Department administrative assistants.

TRANSFER CREDIT

Transfer of coursework to or from another school, or transfer of courses taken as a post-baccalaureate student at UNCC, is limited to six hours of credit. Any coursework done elsewhere while enrolled in the M. A. program is subject to the six-hour limitation on all transfer credit and must be approved *in advance* through a [graduate petition](#).

Note: All courses taken as a part of a certificate program can be counted towards a Masters degree should the student apply and be accepted into the M.A. program, provided the courses meet the requirements for the concentration chosen.

CREDIT BY EXAMINATION

Since the material covered and work done in graduate courses often varies considerably from one professor to another, credit by examination is the exception rather than the rule in graduate education. However, in unusual circumstances, while enrolled at UNC Charlotte, students may pass a specially prepared challenge examination and receive credit for that course.

Credit by examination will be indicated on the student's transcript, but no grade will be awarded. There is no penalty for failing the exam. In the English Department, a passing grade for an attempt at graduate credit by examination requires performance at the level of "A" or "B". No more than six hours of credit by examination from UNC Charlotte may be used as part of the 36 hours for the M. A. Students interested in challenging a course in the English M. A. program should contact the Director of Graduate Studies in English.

Note: Students may not receive credit by examination for any course in which a passing or failing grade has already been received at UNC Charlotte.

GRADES AND STUDENT STATUS

Repeating a Graduate Course

Graduate students in English will be allowed to repeat a maximum of two courses in which they have received a grade of "C," "U," or "N" (but not an "I"). A course may be repeated only once. Whenever a course is repeated, no additional credit hours accrue. The new grade replaces the previous grade in computing the grade point average and in the assignment of academic credit. The record of the first attempt will remain as part of the student's permanent academic record.

Note: Since a "U" results in suspension from the program, that suspension must be successfully appealed before a student may repeat a course in which a "U" was given.



Grade Point Average

The grade point average for a student in the M.A. in English program is based only on those courses in the student's approved program of study taken at UNC Charlotte. Final graduate program grade point averages will be noted on student transcripts.

APPEALS

After exhausting Department, College, and Graduate School remedies, appeal of any matter concerning graduate study may be directed to the UNC Charlotte Graduate Council, which comprises members of the UNC Charlotte graduate faculty and graduate students chosen by the Graduate Student Association.

RETURNING TO THE PROGRAM

Students who have not enrolled in courses for one year will be suspended by the Graduate School and must reapply to the M.A. program. To avoid this suspension, students may petition for a leave of absence from the Graduate School by filling out a [form](#). Students who left the University in good academic standing and who have been absent from the University for two years or more must fill out a Re-Admission with Forgiveness Form from the Graduate School, indicating when they intend to return. This form should be filled out well in advance of the academic term in which a student expects to return.

CONCENTRATIONS

OVERALL REQUIREMENTS

The program requires a minimum of 36 semester hours of graduate credit with grades of "A" or "B" (a course in which a student receives a grade of "C" is not allowable as part of the 36 required hours).

- Thirty hours must be in English courses. In some cases, up to six hours of electives may be taken on the graduate level in areas related to English. Before enrolling in courses outside of the English Department, students must request approval in writing from the Director of Graduate Studies in English, offering evidence that the courses will enrich their programs.
- At least 18 hours must be in English courses at the 6000 level, open only to graduate students.

Note: Students who wish to obtain Advanced Teacher Licensure should consult with the [College of Education for licensure requirements](#).



All M. A. candidates (except those in the English Education Concentration) are required to take ENGL 6101, Introduction to English Studies; and ENGL 6160, Introduction to the English Language. (Students in the English Education concentration must take one of these courses.)

CONCENTRATIONS

All students in the English M. A. program will declare a concentration, which will appear on students' transcripts. Students should file a [petition](#) to declare a concentration before the end of their second semester (if full-time) or by the time they have completed twelve hours (if part time). Students may change their concentrations, but only by completing a new petition.

CHILDREN'S LITERATURE

The children's literature concentration is premised on the assumption that children's literature is an integral part of many literary traditions and that students studying children's literature should develop an understanding of the connections between children's literature and other forms of literature.

The children's literature concentration requires a total of 36 hours from the following requirements:

- ENGL 6101 Introduction to English Studies
- ENGL 6160 Introduction to the English Language
- ENGL 6103 Introduction to Children's Literature and Culture
- Twelve hours selected from:
 - ENGL 5050 Topics in English (topics that relate to Children's Literature)
 - ENGL 5074 Topics in Children's Literature
 - ENGL 5102 British Children's Literature
 - ENGL 5103 American Children's Literature
 - ENGL 5104 Multiculturalism and Children's Literature
 - ENGL 6070 Topics in English (topics that relate to Children's Literature)
 - ENGL 6104 Major Figures and Themes in Children's Literature (can be repeated if different topic)
 - ENGL 6890 Directed Reading (1-3 hours)
 - ENGL 6996 Thesis (6 hours)
 - EDUC 5000 Topics in Education (topics that relate to Children's Literature)
 - READ 6100 Current Issues and Practices in Literacy Education
- Two courses in literature (other than Children's Literature)
- One course in writing or rhetoric
- Two courses of English electives or thesis hours



All students in the children's literature concentration must satisfactorily complete either a Master's thesis or a written examination.

Thesis

Students choosing this option should consult with the Director of Graduate Studies in English, who will appoint a thesis committee comprising a director and two faculty readers. For more information, see [M. A. Thesis](#).

Comprehensive Exam

Students choosing the comprehensive exam will take it during the last semester of coursework or after all coursework is completed. For more information, see [Children's Literature Exam](#).

TECHNICAL/PROFESSIONAL WRITING

The technical/professional writing concentration includes courses that

- Provide you with an understanding of the theoretical and rhetorical foundation of the field.
- Introduce you to the methods and results of research in the field.
- Offer you an opportunity to practice theory and research through project work for clients.
- Help you build skills in written and oral communication, project management, and teamwork.

The technical/professional writing concentration requires a total of 36 hours with the following requirements:

- ENGL 6101 Introduction to English Studies
- ENGL 6160 Introduction to the English Language
- ENGL 5181 Writing and Designing User Documents
- ENGL 6116 Technical/Professional Writing (should be taken in the first year)
- ENGL 6166 Rhetorical Theory
- Three courses selected from:
 - ENGL 5008 Topics in Advanced Technical Communication (may be repeated if different topic)
 - ENGL 5180 Theories of Technical Communication
 - ENGL 5182 Information Design & Digital Publishing
 - ENGL 5183 Editing Technical Documents
 - ENGL 5410 Professional Internship
 - ENGL 6008 Topics in Advanced Technical Communication (may be repeated)



If different topic).

- Two elective courses if taking the thesis option; three elective courses if taking the project option.

Permission of the Director of Graduate Studies in English is needed for courses outside the English Department.

Note: All students in the technical/professional writing concentration must submit either a thesis or a project to satisfy requirements for the degree.

Thesis

Students electing to submit a thesis to satisfy this requirement should consult with the Director of Graduate Studies in English, who will appoint a thesis committee comprising a director and two faculty readers. Since the thesis carries six hours of credit, students will take only two three-hour elective courses. See [M. A. Thesis](#) for more information.

Project

Students electing to submit a project to satisfy this requirement should enroll in ENGL 6895. See [Projects/Portfolios](#) for more information.

The first option for the technical/professional writing project has two components:

- A product that could include, but is not limited to, a user manual, a new website, a series of training modules, or a curriculum guide for teaching technical writing. The product must be client-based and have a real audience, purpose, and context.
- A 15-20 page paper that explains the theoretical and/or research foundation for the approach and decisions made in creating the product.

The second option for the technical/professional writing project is a 25-30 page research paper that could be publishable in an academic journal.

APPLIED LINGUISTICS

Linguistics is a broad field, and the applied linguistics concentration offers students the opportunity to apply linguistics concepts to a wide range of endeavors, including teaching writing, ESL instruction, and various types of textual analyses.

The applied linguistics concentration requires a total of 36 hours from the following requirements:

- ENGL 6101 Introduction to English Studies
- ENGL 6160 Introduction to the English Language
- ENGL 6127 Seminar in Language, Culture, and Society



- ENGL 6161 Introduction to Linguistics
- ENGL 6163 Language Acquisition
- One or two courses selected from:
 - ENGL 5050 Topics in English (linguistics topic)
 - ENGL 5075 Topics in Linguistics
 - ENGL 5254 Teaching English/Communications Skills to Middle and Secondary School Learners
 - ENGL 6070 Topics in English (linguistics topic)
 - ENGL 6162 History of the English Language
 - ENGL 6164 Comparative Language Analysis for Teachers
 - ENGL 6165 Introduction to English for Specific Purposes
 - ENGL 6167 Research Methods in Applied Linguistics
- Two writing/rhetoric courses
- Two literature courses.

Note: All students in the applied linguistics concentration must submit either a thesis or project to satisfy requirements for the degree.

Thesis

Students electing to submit a thesis to satisfy this requirement should consult with the Director of Graduate Studies in English, who will appoint a Thesis Committee comprising a director and two faculty readers. Since the thesis carries six hours of credit, students electing the thesis option will take only one course from the optional linguistics electives listed above.

Note: Students should consult with the Director of Graduate Studies in English, who must approve the choice of which course to take from this list. See [M. A. Thesis](#) for more information.

Project

Students electing to submit a project to satisfy this requirement should enroll in ENGL 6895. The primary purpose of the project in applied linguistics is to provide students the opportunity to write (and revise) a longer paper than can be written in the usual graduate class.

The project will consist of a 30-40 page research paper, exclusive of bibliography and appendices, dealing with an application of linguistic theory (formal or empirical) to data in phonology, morphology, syntax, lexicology, pragmatics or discourse, and focused on a research question. See [Projects/Portfolios](#) for more information.



COMPOSITION/RHETORIC

The field of rhetoric and composition introduces students to the theory, practice, and teaching of public discourse. The program provides a review of research in the language arts, from the ancient rhetoric of Greece and Rome to modern theories of the composing process, while also emphasizing practical preparation in teaching writing and the administration of composition programs, writing centers, and writing across the curriculum programs.

The composition/rhetoric concentration requires a total of 36 hours from the following requirements:

- ENGL 6101 Introduction to English Studies
- ENGL 6160 Introduction to the English Language
- Five composition/rhetoric courses

Note: One of these courses must be a composition/rhetoric theory-intensive course. See the course descriptions each semester to determine which courses satisfy the composition/rhetoric and the composition/rhetoric theory-intensive requirements.

- Two literature courses
- One elective course if taking the thesis option; two elective courses if taking the project option

The composition/rhetoric concentration may focus on rhetorical theory, composition theory, or writing and pedagogy.

Note: All students in the composition/rhetoric concentration must submit either a thesis or project to satisfy requirements for the degree.

Thesis

Students electing to submit a thesis to satisfy this requirement should consult with the Director of Graduate Studies in English, who will appoint a Thesis Committee comprising a director and two faculty readers. Since the thesis carries six hours of credit, students choosing this option will take only one elective course. See [M. A. Thesis](#) for more information.

Project

Students electing to submit a project to satisfy this requirement will enroll in ENGL 6895.

The primary purpose of the project in composition and rhetoric is to give students the opportunity to write (and revise) a longer paper than can be written in the usual graduate class.

The project will consist of a 30-40 page research paper, exclusive of bibliography and appendices, dealing with theories and/or practices in composition and rhetoric as they may be



applied to written texts, to the teaching of writing, public discourse, or the administration of writing programs and writing centers. See [Projects/Portfolios](#) for more information.

CREATIVE WRITING

The aim of the creative writing concentration is to enable students to develop their abilities as creative writers through writing practice in more than one genre and through the creatively engaged study of literature.

The creative writing concentration requires a total of 36 hours with the following requirements:

- ENGL 6101 Introduction to English Studies
- ENGL 6160 Introduction to the English Language
- One course selected from the following:
 - ENGL 5203 Writing Fiction
 - ENGL 5209 Fiction Writing Workshop
- One course selected from the following:
 - ENGL 5202 Writing Poetry
 - ENGL 5208 Poetry Writing Workshop
- Two ENGL 6070 Topics in English (creative writing topics) or two ENGL 6073
- Three literature courses (at least one of which is in modern or contemporary literature)
- One elective if taking the thesis option; two electives if taking the project option

It is possible for additional creative writing courses to be chosen as electives, in which case students may repeat any of the fiction or poetry courses listed above in order to receive additional instruction in their chosen genre.

Note: All students in the creative writing concentration must submit either a thesis or a project to satisfy requirements for the degree.

Thesis

Students electing to submit a thesis to satisfy this requirement should consult with the Director of Graduate Studies in English, who will appoint a Thesis Committee comprising a director and two faculty readers. Since the thesis carries six hours of credit, students choosing this option will take only one elective course. See [M. A. Thesis](#) for more information.

Project

Students electing to submit a project to satisfy this requirement should enroll in ENGL 6895. See [Projects/Portfolios](#) for more information.



The creative writing project has two components:

- A creative work that has been approved by the creative writing faculty member who will be directing work in fiction, creative nonfiction, or poetry. Such projects should begin in graduate creative writing workshops and should be of publishable quality by the time they are submitted for final approval. A creative writing project could include either 30-50 pages of original fiction or creative nonfiction, or 20-30 pages of original poetry.
- A 5-10 page commentary which will serve as an introduction to the creative work by addressing the context of the creative work in terms of influential works of contemporary literary fiction, creative nonfiction, or poetry.

ENGLISH FOR SPECIFIC PURPOSES

The English for Specific Purposes (ESP) concentration prepares students to teach English for Occupational Purposes (EOP), English for Academic Purposes (EAP) and English as a Second Language (ESL) to adults and younger students in privately run K-12 schools, both in the US and abroad. ESP was developed to help language learners develop the competencies needed to function in a discipline, profession, or workplace. Examples of ESP include Business English, English for the Health Professions, and English for Law.

The English for specific purposes concentration requires a total of 36 hours with the following requirements:

- ENGL 6101 Introduction to English Studies.
- ENGL 6160 Introduction to the English Language
- ENGL 6165 Introduction to English for Specific Purposes
- ENGL 6167 Research Methods in Applied Linguistics
- ENGL 6168 Practicum in English for Specific Purposes
- Four electives from the following:
 - ENGL 5075 Topics in Linguistics (Graduate Director approval required)
 - ENGL 6070 Topics in English (Linguistics topic; Graduate Director approval required)
 - ENGL 6127 Seminar in Language, Culture and Society
 - ENGL 6161 Introduction to Linguistics
 - ENGL 6162 History of the English Language
 - ENGL 6163 Language Acquisition
- One elective if taking the thesis option; two electives if taking the project option (these may be English and/or TESL courses; the latter must be approved by the Director of Graduate Studies in English).



Note: All students in the English for specific purposes concentration must submit either a thesis or portfolio to satisfy requirements for the degree.

Thesis

Students electing to submit a thesis to satisfy this requirement should consult with the Director of Graduate Studies in English, who will appoint a Thesis Committee comprising a director and two faculty readers. Since the thesis carries six hours of credit, students choosing this option will take only one three-hour elective course. See [M. A. Thesis](#) for more information.

Portfolio

Students electing to submit a portfolio to satisfy this requirement will enroll in ENGL 6895. See [Projects/Portfolios](#) for more information.

The primary purpose of this project is to give students the opportunity to develop a research-based teaching portfolio that revises and expands on a class project for the required Introduction to English for Specific Purposes (ESP) course. This project requires a high level of effort in research, analysis, and materials development that exceeds the work that can be accomplished in a single course.

The portfolio project will demonstrate understanding of current research in ESP and the ability to construct a curriculum plan for a specific purpose that is grounded in this research.

It will consist of seven sections:

- Analysis of audience needs
- Analysis of target discourses and genres
- Complete syllabus
- Comprehensive sample lesson plan
- Materials development samples
- Course evaluation procedures
- Varied records of the candidate's teaching practices.

Each of these sections will be accompanied by short essays in which the student discusses how scholarly research has affected their work. A complete bibliography is required as well as a teaching philosophy statement.

LITERATURE

The literature faculty is committed to teaching a variety of national and ethnic literatures in English, including British, American, and Anglophone literatures.

The literature concentration requires a total of 36 hours from the following requirements, fifteen hours of which are in literature courses:



- ENGL 6101 Introduction to English Studies
- ENGL 6160 Introduction to the English Language
- Five courses in literature, including
 - Three historically-oriented literature courses
 - Two courses in one national literature, and one course in another national literature
 - One course in literature written before 1800
- One writing/rhetoric course
- One literary theory-intensive course
- Three electives

Note: Since a course can fulfill more than one requirement—for instance, one course may be pre-1800 and historically-oriented—these requirements can be fulfilled within the required 36 hours of coursework. See the Department course listing each semester to determine which literature courses fulfill the requirements listed above.

Thesis

Students in the literature concentration may elect to write a thesis. Students choosing this option will consult with the Director of Graduate Studies in English, who will appoint a Thesis Committee comprising a director and two faculty readers. The six hours of thesis credit will replace one elective and another course, chosen in consultation with the Graduate Director. See [M. A. Thesis](#) for more information.

The Literature Exam

Students who enroll in the literature concentration must satisfactorily complete a written examination based on a reading list proposed by the student and approved by the English Department Graduate Committee. For more information on the Literature Exam, see the [M. A. Exams](#) Section.

Note: The written examination may not be attempted sooner than the last semester of coursework, exclusive of thesis credits.

ENGLISH EDUCATION

The Master of Arts in English with a concentration in English Education has been developed specifically for teachers of the English language arts in middle and secondary schools who desire advanced study in English content and pedagogy, and seek an opportunity to integrate advanced study with their teaching experiences. In addition, candidates will acquire the skills, knowledge and abilities required to assume a leadership roles as department chairs, interdisciplinary team leaders, or staff development specialists. Candidates in the program



serve as resources for one another and become active members in a community of professionals who are knowledgeable, effective, and committed practitioners. At the conclusion of the program, graduates will be teacher leaders who understand and establish respectful educational environments, demonstrate content and curriculum expertise, effectively support student learning through evidence-based research, and exhibit systematic, critical analysis of learning through purposeful and meaningful reflection.

Program Goals

Successful graduates will possess a comprehensive pedagogical, conceptual, and reflective knowledge base that can be applied to their classrooms through effective instruction, responsiveness, and collaboration. Program graduates will be able to:

1. Self-direct their personal and professional growth
2. Respond effectively to adolescent differences, equity and diversity, and global learning communities
3. Demonstrate advanced pedagogical content knowledge of the curriculum, as well as apply 21st knowledge, skills, and technical expertise
4. Improve educational practice through critical self-reflection, self-assessment, and applied research
5. Work collaboratively with colleagues, professionals, parents, guardians, families and individuals charged with the well being of learners
6. Assume a leadership role at the local, district, regional, state, or national level

Additional Admission Requirements

In addition to the general requirements for admission to the Graduate School, applicants must:

1. Hold the "A" license in Secondary English or Middle Grades Language Arts from the North Carolina Department of Public Instruction (or its equivalent from another state)
2. Have an undergraduate GPA of 2.75 overall and 3.0 in the Junior/Senior years and thirty hours of undergraduate coursework in English beyond the Freshman level, or evidence of equivalent academic preparation
3. Submit a satisfactory essay that provides a statement of purpose for Master's degree study

Degree Requirements

The M.A. in English Education Program requires completion of at least 36 hours of graduate credit with grades of A or B in approved courses including:



Core Course (3 credit hours)

Select one of the following:

- ENGL 6101 Introduction to English Studies
- ENGL 6160 Introduction to the English Language

English Specialization Requirements (12 credit hours)

Select 12 credit hours of graduate-level English courses selected in consultation with the Director of Graduate Studies in English. The program's 12 credit hours of content specialization courses are not free electives, but a planned program of study identified upon the student's enrollment in the program as part of the student's overall professional and program plan. At least 18 credit hours of coursework in the program must be in English or Education courses at the 6000 level.

Professional Requirements (12 credit hours)

- EDUC 5100 - Diverse Learners (3)
- ENGL 6274 or EDUC 6274 - Contexts and Issues in the Teaching of English (3)
- MDSK 6260 - Teacher Leadership (3)
- An additional 3 credit hours of graduate-level English or Education courses selected in consultation with the Director of Graduate Studies in English are also required. The program's professional courses are not free electives, but a planned program of study identified upon the student's enrollment in the program as part of the student's overall professional and program plan.

Research Requirements (9 credit hours)

- ENGL 6674 - Applied Research Methods in the Teaching of English (3) or EDUC 6674 - Applied Research Methods in the Teaching of English (4)
- ENGL 6974 - Thesis in the Teaching of English (6) or ENGL 6974 - Project in the Teaching of English (3) and an additional course either in ENGL or in MDSK/EDUC (3)

Thesis or Project

The Master's Thesis or Project is a formal piece of scholarship that investigates a particular problem in English education and attempts to provide either data-based practical solutions to the problem or a philosophical/theoretical exploration of the problem and its implications for the classroom. Students choosing the thesis option will consult with the Director of Graduate Studies in English, who will appoint a Thesis Committee comprising a director and two faculty readers. Following the approval from the student's thesis committee or project director, the candidate must present the findings in a professional manner at a level expected of a master teacher. See [M. A. Thesis](#) or [Projects/Portfolios](#) for more information.



Licensure

The program qualifies graduates for the Master's/Advanced Competencies "M" license in English Education.

Program Certifications/Accreditation

The program is accredited by both NCATE and NCDPI.

GUIDELINES FOR M.A. THESES, PROJECTS, PORTFOLIOS, EXAMS, READINGS, AND INTERNSHIPS

M.A. THESES

Writing a scholarly or creative thesis is not required for the M. A. in English, but many students find that it is a rewarding experience. For students electing the thesis option, six hours of the 36 hours required in the program will be thesis credits. Students write their theses near the end of their program and not before completing 24 hours of coursework. Students not completing their theses by the end of that semester may continue thesis work in a subsequent semester; students continuing work on the thesis in a semester in which they are not enrolled in other coursework must register for one-hour of credit in ENGL 6890.

CREATIVE THESIS

It is strongly recommended that students electing to write a creative thesis (defined as a collection of poems, a collection of short stories, or a novella) take coursework in creative writing.

The creative thesis may include material produced in earlier classes, but that material must be substantially revised and the thesis must also include a substantial amount of new work.

SCHOLARLY THESIS

Students intending to write a scholarly, research-based thesis should explore possible topics with the faculty members most knowledgeable in those topics and should do preliminary reading to gain some sense of the literature relating to the topics. Students needing help with the process of identifying possible thesis directors should consult with the Director of Graduate Studies in English.

Note: In most cases students will work with thesis committees comprising faculty members with whom they have already taken courses.



COMPLETING A THESIS

Choosing a Thesis Committee

When a student feels ready to discuss a tentative topic for a scholarly thesis, he/she should discuss that topic more specifically with a graduate faculty member who has expertise in the area. If both parties wish to move forward in this thesis process, the student and this faculty member, in consultation with the Director of Graduate Studies in English, should identify two other members of the graduate faculty who may have some expertise in the area and who are willing to serve on the thesis committee. Thesis committees for students in the creative writing concentration must be chaired by a member of the creative writing faculty and at least two members of the committee must be members of the creative writing faculty. One person from outside the English Department may serve as a member of either a scholarly or creative thesis committee. However, the Director of Graduate Studies in English will grant a request for an outside committee member to serve only in the rare case in which that person's expertise is more suited to some aspect of the thesis topic than the expertise of any English faculty member.

The purpose of the thesis committee is to guide the student; to serve as resource persons; to supervise the student's progress; and to evaluate the final product and assign a grade for the six-hour thesis course. It is the responsibility of the chair of the thesis committee to record the grade for the thesis and to inform the Director of Graduate Studies in English of the successful completion of the thesis.

Thesis Proposal and Registration

After establishing the thesis committee, the student should submit to the committee a written proposal containing the proposed topic (often phrased in terms of a research question), a summary of the research the student has already conducted on this topic, an outline of the parts of the thesis as envisioned at this stage of the process, a tentative schedule for completion of the project, and a preliminary bibliography. While there is no official length for the proposal, most proposals fall into the range of 2000 to 3000 words (5 to 10 pages typed). This document must be approved by the Thesis Committee and filed with the Director of Graduate Studies in English before the beginning of the semester when the student enrolls in ENGL 6996 (Thesis).

Thesis Proposal Defense and Committee Forms

The Graduate School requires that you submit the "Appointment of Master's Thesis Committee" and "Proposal Defense for Doctoral Dissertation and/or Master's Thesis" forms by the dates published on the UNCC [academic calendar webpage](#). See the [Graduate School website](#) to download these forms, or ask Jennie Mussington or the Director of Graduate Studies in English.



Thesis Defense

The thesis defense will be scheduled for a regular class period (one hour and fifteen minutes). In the defense, the student will give a brief overview of the findings in the thesis, and then answer questions posed by the members of the committee. Once all questions have been answered, the committee will deliberate (in closed session) its recommendations and decide whether the thesis:

- Passes
- Passes with recommendations for slight revisions (which can be overseen by the director)
- Requires further revisions which have to be approved by all members of the Committee at a later date.

A **"Final Defense Report" form** should be completed and signed by the student and committee, then submitted to the Director of Graduate Studies in English.

Note: Students and thesis directors should check the academic calendar for the semester in which the student intends to graduate to determine when a thesis defense must be held in order to meet the Graduate School deadlines for that term.

Preparation of the Final Manuscript

Both the student and the thesis committee are responsible for seeing that the guidelines in the **UNC Charlotte Manual for Basic Requirements for Theses and Dissertations**, available at the Graduate School are followed. The Graduate School checks to see if the thesis conforms to the guidelines and *will not accept the thesis if these guidelines have not been followed*. Students must meet the thesis formatting deadline published on the UNCC academic calendar webpage. Students will also need a **"Submission and ETD Signature" form**.

In addition to adhering to these guidelines, the student should follow the current edition of the *MLA Handbook* unless the thesis deals with linguistics, in which case students may follow the "LSA Style Sheet" or the APA guidelines. Three copies of the unbound, approved thesis must be submitted to the Graduate School no later than one week before the beginning of the final exam period for the semester or summer session when the degree is to be awarded. Specific dates should be verified with the Graduate School.

Note: There is a fee to have each copy of the thesis bound.



PROJECTS/PORTFOLIOS

REGISTERING FOR THE PROJECTS/PORTFOLIOS COURSE

Projects and portfolios are completed near the end of the M. A. program—not before 21 hours of coursework have been completed. As a student nears the time he/she intends to complete a project/portfolio, he/she should consult with the Director of Graduate Studies in English, who will assign a member of the graduate faculty to direct the project/portfolio. The student will then work with the project/portfolio director to develop a prospectus that must be approved by the project/portfolio director and submitted to the Director of Graduate Studies in English (before the beginning of the project/portfolio term). After the prospectus (with bibliography) is approved by the Director of Graduate Studies in English, the student will be enrolled in ENGL 6895.

WRITING THE PROJECTS/PORTFOLIOS PAPER

Students will work with the project/portfolio director to produce a paper that the director deems ready for presentation to a project/portfolio committee. That committee will comprise the director and two additional readers of the project/portfolio, who will be appointed by the Director of Graduate Studies in English, in consultation with the project/portfolio director. Copies of the project/portfolio paper must be submitted to readers at least two weeks prior to the formal project/portfolio presentation. The presentation will be scheduled no later than the last week of classes for the semester.

PRESENTING THE PROJECTS/PORTFOLIOS PAPER

The presentation will be scheduled for a regular class period (one hour and fifteen minutes). The student will give a discussion of the research undertaken during the writing of the project/portfolio, highlighting the key insights derived from the study (not more than 15 minutes). Members of the committee will then ask questions about and offer comments on the project/portfolio.

Note: Should the director feel that a project/portfolio is not ready to be presented during the project/portfolio semester, he/she may assign an “I” and move the presentation to a subsequent semester. Students not completing their projects by the end of that semester must register for one-hour of credit in ENGL 6890 in order to continue their work.

M. A. EXAMS

An M. A. exam committee of English graduate faculty representing the Literature and Children’s Literature faculty will be appointed each spring and fall by the Director of Graduate Studies in



English. The Director will also schedule and announce exam orientation-preparation sessions. Students preparing to take the exam are strongly urged to attend one of these meetings.

GRADING

The M. A. Exam is graded holistically; each student will receive a grade of “High Pass,” “Pass,” or “Fail.” A student who fails the exam will have to wait until the next regularly scheduled exam date to retake it. Exceptions to this rule will be considered only in truly extraordinary circumstances. Students whose native language is not English will be given an additional half-hour to complete the exam.

In general the M.A. exam will give students a chance to demonstrate two educational achievements: an adequate knowledge of relevant reading-list texts and an ability to construct well-organized adequately sophisticated arguments involving those texts. The exam will be given once each spring and fall term.

ACHIEVEMENTS TO BE ASSESSED

The response should demonstrate:

- An ability to construct a conventional argument, including an introductory section that states a main claim and the explanation of that claim through the well-organized use of specific examples or instances.
- An adequate familiarity with the relevant texts and literary theory.
- An adequate understanding of the key word/idea in the question.
- An adequate command of basic rules of grammar, punctuation, and spelling.

PRINCIPLES OF ASSESSMENT

Historical Analyses

If the question is historical, involving an issue of change over time, then the claim should make some statement about the meaning of the specific change over time. In addition, the claim should directly involve key word/idea(s) from the actual question and adequately explain the test-taker’s specific understanding or implementation of the key word/idea. The explanation of examples should adequately expand the claim so as to reveal the relevant significance of change over time.

Comparative

If the question is comparative, then the claim should make a statement about the meaning of the specific element(s) that are the basis for the comparison in the text(s) involved. In addition, the claim should directly involve key word(s)/idea(s) from the actual question and adequately explain the test-taker’s specific understanding or implementation of the key word/idea. The



explanation of examples should adequately expand the claim so as to reveal the significance of the differences between the texts.

Summary vs. Analysis

While brief summaries of texts or data can be useful, they should be minimal. Analysis, not plot summary, is needed for a passing score. The response should contain specific examples (not necessarily quotes of course) from the text(s) and/or concepts from the approach(es) should appear in the response, and those examples, instances, or concepts should be explained in relation to the main claim.

Breadth and Depth

Responses should demonstrate both skill at constructing arguments and knowledge of the content of the books on one's reading list because essays will be evaluated for both depth and breadth. Depth refers to the quality of argumentative claims. Breadth refers to the number of different texts successfully considered, given the nature of the prompts chosen. Therefore, students should use different texts as examples in the two questions they choose to answer.

Note: Students who plan to take the exam during a semester in which they are not registered for any courses must enroll in ENGL 6890 (Directed Reading) for one hour of credit.

M. A. EXAM APPLICATION DEADLINES

Students planning to take the M. A. exam should apply to graduate and should also make sure to fill out an exam registration form (available from the Administrative Assistant for Graduate Programs). Students must submit their proposed reading lists to the English Graduate Committee no later than mid-term of the semester before the semester in which they intend to take the exam: October 15, for those taking the exam in spring semesters and March 15, for those taking the exam in fall semesters.

THE CHILDREN'S LITERATURE EXAM

The M. A. Children's Literature Exam is based on a reading list that must be approved by The English Department Graduate Committee. Specific children's literature exam guidelines are listed below.

Note: The written examination may not be attempted sooner than one's last semester of coursework, exclusive of thesis credits.

Guidelines for Creating a Reading List

Developing a children's literature reading list allows one to focus on individual interests and concerns, while encountering a range of diverse and challenging works of literature. Proposed reading lists must be submitted to the English Graduate Committee no later than mid-term of the semester before the exam is to be taken. Students should consult the list of recommended



works on the following pages; however, they may also propose no more than two texts not on this list.

Note: All lists should include at least four women writers, four writers of color, and two books published within the last fifteen years.

Suggested Texts for the Reading List

FABLES, TRADITIONAL FAIRY TALES, AND LITERARY FAIRY TALES

Read all the following texts in this category:

- *Aesop's Fables:*
 - "The Bat, the Birds, and the Beasts"
 - "The Fox and the Grapes"
 - "The Goose with the Golden Eggs"
 - "The Lion in Love" (Any edition).
- Grimm, *from the 1857 Edition:*
 - "Little Red Cap"
 - "Briar Rose"
 - "Hansel and Gretel"
 - "Thumbkin".
- Perrault:
 - "Little Red Riding Hood"
 - "Sleeping Beauty" (Any edition).
- Anderson:
 - "The Little Match Girl"
 - "The Little Mermaid" (Any edition).

MEDIEVAL

Read all the following texts in this category (available online):

Selections from *Babees Book*:

- "The ABC of Aristotle"
- "The Little Children's Little Book"
- "How the Good Wife Taught Her Daughter"
- "How the Wise Man Taught His Son" (Any edition).

THE PURITANS AND DIDACTIC LITERATURE



Read all the following texts in this category (available online):

- From *New England Primer*: “In Adam’s Fall [an alphabet poem]” (1777; 1843)
- Note: Read both the 1777 and 1843 editions.
- Bunyan, from *The Pilgrim’s Progress*: The First Part, Sections I and II (1678)
- Edgeworth, from *Early Lessons*: “The Purple Jar” (1801-1802)
- Watts, from *Divine and Moral Songs for Children*:
 - “Against Idleness and Mischief”
 - “Examples of Early Piety”
 - “Against Quarreling and Fighting”
 - “Against Lying”(1715).

CLASSICS: 19TH—EARLY 20TH CENTURY

Choose four texts include at least one from each of the following two categories:

AMERICAN AND CANADIAN

- Alcott, *Little Women* (1868-69)
- Alger, *Ragged Dick* (1868)
- Baum, *The Wonderful Wizard of Oz* (1900)
- Burnett, *The Secret Garden* (1911)
- Montgomery, *Anne of Green Gables* (1908)
- Porter, *Freckles* (1904)
- Twain, *The Adventures of Tom Sawyer* (1876)
- Webster, *Daddy-Long-Legs* (1912)
- Wilder, *Little House on the Prairie* (1935).

BRITISH

- Barrie, *Peter and Wendy* (1911)
- Carroll, *Alice’s Adventures in Wonderland* (1865)
- Grahame, *The Wind in the Willows* (1907)
- Hughes, *Tom Brown’s Schooldays* (1857)
- Kipling, *Kim* (1901)
- MacDonald, *The Princess and the Goblin* (1872)
- Milne, *Winnie-the-Pooh* (1926)
- Molesworth, *The Tapestry Room* (1879)
- Nesbit, *Five Children and It* (1902)
- Stevenson, *Treasure Island* (1883).

CONTEMPORARY REALISM (20TH-21ST CENTURY)



Choose four texts from:

- Alexie, *The Absolute True Diary of a Part-Time Indian* (2007)
- An Na, *A Step from Heaven* (2001)
- Anderson, *Speak* (1999)
- Blume, *Are You There, God? It's Me, Margaret* (1970)
- Cisneros, *The House on Mango Street* (1984)
- Cleary, *Ramona the Pest* (1968)
- Cormier, *The Chocolate War* (1974)
- Daly, *Seventeenth Summer* (1942)
- Fitzhugh, *Harriet the Spy* (1964)
- George, *Julie of the Wolves* (1972)
- Giff, *Pictures of Hollis Woods* (2002)
- Grimes, *Bronx Masquerade* (2002)
- Johnson, *Toning the Sweep* (1993)
- Salinger, *Catcher in the Rye* (1951)
- Woodson, *Miracle's Boys* (2000).

FANTASY (20TH –21ST CENTURY)

Choose four texts from:

- Anderson, *Feed* (2002)
- Block, *Weetzie Bat* (1989)
- Colfer, *Artemis Fowl* (2001)
- Dahl, *James and the Giant Peach* (1961)
- Estes, *The Witch Family* (1960)
- Hamilton, *Sweet Whispers, Brother Rush* (1983)
- Hoban, *The Mouse and his Child* (1967)
- LeGuin, *A Wizard of Earthsea* (1968)
- L'Engle, *A Wrinkle in Time* (1962)
- Lewis, *The Lion, the Witch, and the Wardrobe* (1950)
- Norton, *The Borrowers* (1952)
- O'Brien, *Mrs. Frisby and the Rats of NIMH* (1971)
- Pullman, *The Golden Compass* (1996)
- Rowling, *Harry Potter and the Sorcerer's Stone* (1998)
- Tolkien:
 - *The Hobbit*
 - *There and Back Again* (1937).
- White, *Charlotte's Web* (1952)



- Yang, *American Born Chinese* (2006).

HISTORICAL FICTION

Choose four texts from:

- Curtis, *Bud, Not Buddy* (1999)
- Erdrich, *The Birchbark House* (1999)
- Forbes, *Johnny Tremain* (1943)
- Lowry, *Number the Stars* (1989)
- O'Dell, *Island of the Blue Dolphins* (1960)
- Park, *A Single Shard* (2001)
- Paulsen, *Soldier's Heart: A Novel of the Civil War* (1998)
- Salisbury, *Under the Blood Red Sun* (1994)
- Speare, *The Witch of Blackbird Pond* (1958)
- Spiegelman, *MAUS* [vol. 1] (1973)
- Taylor, *Roll of Thunder, Hear My Cry* (1976).

PICTURE BOOKS

Choose two books from:

- Ga'g, *Millions of Cats* (1928)
- Potter, *The Tale of Peter Rabbit* (1902)
- Sendak, *Where the Wild Things Are* (1963)
- Seuss, *The Cat in the Hat* (1957)
- Raschka, *Arlene Sardine* (2002)
- Steptoe, *Mufaro's Beautiful Daughter: An African Tale* (1987)
- Van Allsburg, *Bad Day at Riverbend* (1996)
- Wiesner, *The Three Pigs* (2001).

POETRY

Choose two poets from:

- Belloc:
 - "Charles Augustus Fortescue"
 - "Henry King"
 - "Jim, Who ran away from his Nurse, and was eaten by a Lion"
 - "Matilda"
 - "The Microbe."
- Dahl, from *Revolting Rhymes*:
 - "Cinderella"



- “Goldilocks and the Three Bears”
- “Jack and the Bean Stalk”
- “Little Red Riding Hood and the Wolf”
- “The Three Little Pigs.”
- Lear:
 - “Calico Pie”
 - “Incidents in the Life of my Uncle Arly”
 - “The Jumblies”
 - “The Owl and the Pussycat”
 - “The Table and the Chair.”
- Milne:
 - “At the Zoo”
 - “Vespers”
 - “If I Were King”
 - “The King's Breakfast”
 - “Rice Pudding.”
- Stevenson:
 - “Foreign lands”
 - “My Kingdom”
 - “Picture-Books in Winter”
 - “Pirate Story”
 - “The Unseen Playmate.”
- Willard:
 - “A Visit to William Blake’s Inn.”

THEORY

You must read the all of the following works, but may include others in addition.

- Bettelheim, *The Uses of Enchantment*: Chapter One
- Nodelman, *Words About Pictures*: Chapter Two
- Plotz, *Romanticism and the Vocation of Childhood*: Chapter One
- Trites, *Disturbing the Universe*: Chapter One
- Rose, *The Case of Peter Pan, or The Impossibility of Children’s Literature*: Chapter One
- Zipes, *Fairy Tales and the Art of Subversion*: Chapter One.



Note: This list of critical and theoretical readings is designed merely to generate relevant questions for the exam. It does not represent “all the theory you need to know.” The list of theoretical works will be changed periodically.

Sample Reading List Children’s Literature

FABLES, TRADITIONAL FAIRY TALES, AND LITERARY FAIRY TALES

Aesop’s Fables:

- “The Bat, the Birds, and the Beasts”
- “The Fox and the Grapes”
- “The Goose with the Golden Eggs”
- “The Lion in Love.”

Grimm, from the 1857 Edition:

- “Little Red Cap”
- “Briar Rose”
- “Hansel and Gretel”
- “Thumbkin.”

Perrault:

- “Little Red Riding Hood”
- “Sleeping Beauty.”

Anderson

- “The Little Match Girl”
- “The Little Mermaid.”

MEDIEVAL

Selections from *Babees Book*:

- “The ABC of Aristotle”
- “The Little Children’s Little Book”
- “How the Good Wife Taught Her Daughter”
- “How the Wise Man Taught His Son.”

THE PURITANS AND DIDACTIC LITERATURE

- New England Primer
- John Bunyan, *Pilgrim’s Progress*: The First Part, Sections I and II
- Isaac Watts, from *Divine Songs*:
 - “Against Idleness and Mischief”



- “Examples of Early Piety”
- “Against Quarreling and Fighting”
- “Against Lying.”

CLASSICS: 19TH—EARLY 20TH CENTURY

- Carroll, *Alice’s Adventures in Wonderland* (1865)
- MacDonald, *The Princess and the Goblin* (1872)
- Alcott, *Little Women* (1868-69)
- Twain, *The Adventures of Tom Sawyer* (1876).

CONTEMPORARY REALISM (20TH—21ST CENTURY)

- Alexie, *The Absolute True Diary of a Part-Time Indian* (2007)
- An Na, *A Step from Heaven* (2001)
- Anderson, *Speak* (1999)
- Grimes, *Bronx Masquerade* (2002).

FANTASY (20TH—21ST CENTURY)

- Block, *Weetzie Bat* (1989)
- Dahl, *James and the Giant Peach* (1961)
- Hamilton, *Sweet Whispers, Brother Rush* (1983)
- Luen Yang, *American Born Chinese* (2006).

HISTORICAL FICTION

- Curtis, *Bud, Not Buddy* (1999)
- Park, *A Single Shard* (2001)
- Paulsen, *Soldier’s Heart: A Novel of the Civil War* (1998)
- Taylor, *Roll of Thunder, Hear My Cry* (1976).

PICTURE BOOKS

- Sendak, *Where the Wild Things Are* (1963)
- Seuss, *The Cat in the Hat* (1957).

POETRY

- Milne:
 - “At the Zoo”
 - “Vespers”
 - “If I Were King”
 - “The King’s Breakfast”
 - “Rice Pudding.”



- Stevenson:
 - “Foreign lands”
 - “My Kingdom”
 - “Picture-Books in Winter”
 - “Pirate Story”
 - “The Unseen Playmate.”

THEORY

- Bruno Bettelheim, *The Uses of Enchantment*: Introduction (3-19), “Vicarious Satisfaction Versus Conscious Recognition,” “The Importance of Externalization,” “Transformations,” “Bringing Order into Chaos” (53-76).
- Perry Nodelman, *Words About Pictures: The Narrative Art of Children’s Picture Books*. Chapter Two: “Format Design, Predominating Visual Features” (40-76).
- Judith Plotz, *Romanticism and the Vocation of Childhood*: Chapter One: “One Shape, One Feature, and One Size”: “Romanticism and the Quintessential Child” (1-40).
- Trites, *Disturbing the Universe*: Chapter One
- Jacqueline Rose, *The Case of Peter Pan, or The Impossibility of Children’s Fiction*: Introduction (1-11), Chapter One: “Peter Pan and Freud” (12-41).
- Roberta Trites, *Disturbing the Universe: Power and Representation in Adolescent literature*: Chapter One: “Do I Dare Disturb the Universe?: Adolescent Literature in the Postmodern Era” (1-20).
- Jack Zipes, *Fairy Tales and the Art of Subversion*: Chapter One: “Fairy-Tale Discourse: Toward a Social History of the Genre” (1-12), Chapter Three: “Who’s Afraid of the Brothers Grimm?” (45-70).

Sample Children’s Literature Exam Questions (Time: 4 hours)

The exam includes two questions dealing with “Themes and Issues” and two questions relating to “Theory.”

Note: Students must answer one question from each category.

THEMES AND ISSUES

Themes and issues will change from one semester to the next, although the form of the questions may remain substantially the same. In some cases, two themes or issues may be offered within a single question, and students may choose the one that best suits their lists.

This part of the exam has two primary objectives. It invites students:

- To make connections between diverse eras, tracing important issues, themes, and genres over time.



- To engage with primary texts in relation to works of literary theory.

SAMPLE QUESTION

- Choose any three works on your list that represent three different genres and consider them in relation to the theme of “coming of age.” Possible genres to choose from might include fantasy, realism, historical fiction, poetry, and picture books. In your analysis, be attentive to how both content and genre impact on the author’s depiction of the theme of “coming of age.” What similarities and differences do you find among the writers you have chosen? To what extent is each writer’s treatment of the theme affected by her or his choice of genre?

Note: Other themes and issues may include gender roles, ethnicity and cultural background, the child’s relation to society, children versus adults, shifting cultural norms in regard to childhood, archetypes of childhood, class issues, the image of the family, etc. When narrower topics are offered, students will be given a choice of topics (possibly within one question) so that they can make the best use of their individual lists.

THEORY

The works of theory on the list will be the same for all students. The exam questions invite students to draw on theoretical works and approaches in their readings of the primary works on their individual lists.

In general, these questions will ask students to discuss no more than three works: one work of theory and two primary texts. The emphasis will be on analyzing and evaluating theoretical works along with primary texts.

Sample Question

- Discuss two literary works on your list in relation to Chapter One of Judith Plotz’s *Romanticism and the Vocation of Childhood*. Be sure to discuss both Plotz’s definition of romantic childhood and her general argument in the chapter before moving on to your analysis of the primary works. In your analysis, consider to what extent the child protagonists in your work embody elements of romantic childhood (as defined by Plotz) and to what extent they depart from it. In conclusion, compare the portrait of romantic childhood in both literary texts. How do images of romantic childhood contribute to the overall significance of these two primary literary works?



THE LITERATURE EXAM

1. The Literature Exam

a. *Guidelines for Creating a Reading List*

The English Department believes that the best way to complete one's M.A. program in literature is to construct an individual reading list for the MA Exam. Developing such a list allows one to focus on his or her interests and concerns, while encountering a range of diverse and challenging works of literature.

Proposed reading lists must be submitted to the Graduate Committee not later than mid-term of the semester before the exam is to be taken. Students should consult the list of recommended works on the following pages; however they may also propose texts not on this list. **All lists should include at least four women writers and four writers of color.**

The Medieval Era

1 long poem

5 medieval lyrics or ballads

1 play

16th and 17th Century English and 17th Century American

1 Shakespearean play

1 Non-Shakespearean play

1 long prose work

1 long poem

5 short poems by 1 writer

18th Century English and American

1 long prose work or novel

1 long poem

5 short poems by one writer

19th Century English and American

1 long prose work or novel (American)



- 1 long prose work or novel (English)
- 1 long poem (English)
- 1 long poem (American)
- 5 short poems by one writer

20th Century--Present: English, American, and Anglophone

- 1 long prose work or novel (American)
- 1 long prose work or novel (English or Anglophone)
- 1 long poem
- 5 short poems by one writer
- 1 play

Theory: You must read the following works, although you are free to include others.

If you entered the graduate program in fall of 2015 or later, the following list of theoretical texts is required: Aristotle, *Poetics*; Morrison, *Playing in the Dark* (Chapters One and Two); Foucault, *The Foucault Reader* ("Docile Bodies," "The Means of Correct Training," "Complete and Austere Institutions," and "Illegalities and Delinquency"); Eagleton, *Marxism and Literary Criticism* (Chapters One and Two); Woolf, *A Room of One's Own*

If you entered the program before fall of 2015, you may choose which list of theory texts you wish to use:

- Aristotle, *Poetics*; Gates, *Loose Canons* (Chapter Two: "The Master's Pieces"); Foucault, "What is an Author?"; Eagleton, *Marxism and Literary Criticism* (Chapters One and Two); Woolf, *A Room of One's Own*.
- Aristotle, *Poetics*; Morrison, *Playing in the Dark* (Chapters One and Two); Foucault, *The Foucault Reader* ("Docile Bodies," "The Means of Correct Training," "Complete and Austere Institutions," and "Illegalities and Delinquency"); Eagleton, *Marxism and Literary Criticism* (Chapters One and Two); Woolf, *A Room of One's Own*



Suggested Texts for Constructing a Reading List for the English MA Exam in Literature

The Medieval Era

1 long poem; Choose from:

Beowulf, *Sir Launfal*, *Sir Gawain and the Green Knight*, *The Vision of Piers Plowman*, *The Pearl*, *The Parliament of Fowls*, *Troilus and Criseyde*, *The Canterbury Tales* (The Prologue and 3 tales)

5 medieval lyrics or ballads. Choose from:

“Fowls in the Frith”; “Alison”; “My Lief Is Faren in Londe”; “Western Wind”; “I Have a Young Sister”; “Spring Has Come with Love”; “The Cuckoo’s Song”; “Tell Me, Wight in the Broom”; “The Henpecked Husband”; “I Am of Ireland”; “Sunset on Calvary”; “I Sing of a Maiden”; “Adam Lay Bound”; “The Corpus Christi Carol”; “Lord Randall”; “Edward”; “Barbara Allen”; “Sir Patrick Spens”; “The Three Ravens”

1 play. Choose from:

Everyman, *Noah’s Flood*, *The Second Shepherd’s Play*, *The York Play of the Crucifixion*

16th and 17th Century English and 17th Century American

1 Shakespearean play: Choose any play by William Shakespeare.

1 non-Shakespearean play: Choose from the following writers:

Aphra Behn, Francis Beaumont and John Fletcher (worked both as co-authors and separately), Ben Jonson, Thomas Kyd, John Lyly, Christopher Marlowe, Thomas Middleton, John Webster

1 long prose work. Choose from:

Aphra Behn, *Oroonoko*; William Bradford, *Of Plymouth Plantation*; Thomas Browne, *Religio Medici*; John Bunyan, *The Pilgrim’s Progress*; Robert Burton, *The Anatomy of Melancholy*; Margaret Cavendish, *The Blazing World*; John Lyly, *Euphues: The Anatomy of Wit*; Thomas



More, *Utopia*; Mary Rowlandson, *Being a Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson*; Philip Sidney, *The Defence of Poetry or The New Arcadia*; Mary Wroth, *The Countess of Montgomery's Arcadia, Book I*

1 long poem; Choose from:

John Dryden, *Absalom and Achitophel*; John Milton, *Paradise Lost, Books 1 and 2*; William Shakespeare, *Sonnets*; Philip Sidney, *Astrophel and Stella* (sonnet sequence); Edmund Spenser, *Amoretti* (sonnet sequence) or *The Faerie Queene, Books 1 and 2*; Michael Wigglesworth, *The Day of Doom*; Mary Wroth, *Pamphilia to Amphilanthus* (sequence of sonnets and songs)

5 short poems by 1 author; Choose from the following writers:

Anne Bradstreet, Thomas Carew, Richard Crashaw, John Donne, John Dryden, George Herbert, Robert Herrick, Henry Howard, Earl of Surrey, Aemilia Lanyer, Andrew Marvell, John Milton, Katherine Philips, Walter Raleigh, William Shakespeare, Philip Sidney, Edmund Spenser, John Suckling, Edward Taylor, Henry Vaughan, Edmund Waller, John Wilmot, Earl of Rochester, Isabella Whitney, Mary Wroth, Thomas Wyatt.

18th Century English and American

1 long prose work or novel; Choose from the following writers:

Frances Burney, Charles Brockden Brown, J. Hector St. John de Crèvecoeur, Daniel Defoe, Olaudah Equiano, Henry Fielding, Benjamin Franklin, Oliver Goldsmith, Eliza Haywood, Elizabeth Inchbald, Charlotte Lennox, Samuel Richardson, Ann Radcliffe, Clara Reeve, Tobias Smollett, Laurence Sterne, Horace Walpole

1 long poem. Choose from:

Alexander Pope, *The Rape of the Lock* or *The Dunciad* or *Essay on Man*; George Crabbe, *The Village*

5 short poems by one author. Choose from the following writers:



Joel Barlow (pre-1800), William Collins, Timothy Dwight, Anne Finch, Philip Freneau, Thomas Gray, Mary Wortley Montagu, Alexander Pope, Mary Robinson, Charlotte Smith, Jonathan Swift, Phillis Wheatley

19th Century English and American

1 long prose work or novel (English). Choose from the following writers:

Jane Austen, Charlotte Bronte, Emily Bronte, Lewis Carroll, Joseph Conrad (pre-1900), Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy, Amy Levy, Olive Schreiner, Mary Seacole, Mary Shelley, Anthony Trollope

1 long prose work or novel (American). Choose from the following writers:

Louisa May Alcott, William Wells Brown, Kate Chopin, Anna Julia Cooper, Rebecca Harding Davis, James Fenimore Cooper, Stephen Crane, Frederick Douglass, Mary Wilkins Freeman, Frances Harper, Nathaniel Hawthorne, William Dean Howells, Washington Irving, Sarah Orne Jewett, Harriet Jacobs, Henry James, Herman Melville, Edgar Allan Poe, Catharine Maria Sedgwick, Harriet Beecher Stowe, Rabindranath Tagore, Henry David Thoreau, Mark Twain, Harriet Wilson, Zitkala-Sa (Gertrude Bonnin)

1 long poem (English). Choose from:

Lord Byron, *Don Juan* or *Childe Harold's Pilgrimage*; Samuel Coleridge, *The Rime of the Ancient Mariner*; John Keats, *The Eve of Saint Agnes* or *Lamia*; William Wordsworth, *The Prelude, Books I and II*; Barrett Browning, *Aurora Leigh* (2 books); Alfred Tennyson, *In Memoriam*

1 long poem (American). Choose from:

Joel Barlow, *The Columbiad* (post-1800); Henry Wadsworth Longfellow, *Evangeline* or *Hiawatha*; Herman Melville, *Clarel*; Walt Whitman, *Song of Myself*

5 short poems by one author: Choose from the following writers:

Matthew Arnold, William Blake, Emily Bronte, Elizabeth Barrett Browning, Robert Browning, William Cullen Bryant, Lord Byron, Samuel Taylor Coleridge, Emily Dickinson, , Paul Lawrence



Dunbar (pre-1900), Ralph Waldo Emerson, George Gordon, Thomas Hardy, Frances Harper, Felicia Hemans, Oliver Wendell Holmes, Gerard Manley Hopkins, George Moses Horton, John Keats, Henry Wadsworth Longfellow, Edgar Allan Poe, Dorothy Wordsworth, William Wordsworth, Christina Rossetti, Dante Gabriel Rossetti, Percy Shelley, Lydia Sigourney, Rabindranath Tagore, Walt Whitman, John Greenleaf Whittier

20th Century--Present: English, American, and Anglophone

1 long prose work or novel. (British or Anglophone) Choose from the following writers:

Chinua Achebe, Chimamanda Ngozi Adichie, Mulk Raj Anand, Margaret Atwood, Angela Carter, J.M. Coetzee, Joseph Conrad (post-1900), Tsitsi Dangarembga, Anita Desai, Margaret Drabble, Buchi Emecheta, John Fowles, Ford Maddox Ford, E. M. Forster, Nadine Gordimer, Amitav Ghosh, Graham Greene, Mohsin Hamid, Alan Hollinghurst, Aldous Huxley, Kazuo Ishiguro, James Joyce, Anna Kavan, Hanif Kureishi, D. H. Lawrence, Doris Lessing, Andrew Levy, Somerset Maugham, Ian McEwan, Olive Moore, Iris Murdoch, Alice Munroe, V. S. Naipaul, Caryl Phillips, Anthony Powell, Jean Rhys, Arundhati Roy, Salman Rushdie, Paul Scott, Khushwant Singh, Indra Sinha, Zadie Smith, Graham Swift, Evelyn Waugh, Jeanette Winterson, Virginia Woolf

1 long prose work or novel. (American) Choose from the following writers:

Diana Abu-Jaber, Sherman Alexie, Julia Alvarez, Sherwood Anderson, Mary Antin, Djuna Barnes, Ana Castillo, Willa Cather, James Baldwin, Charles W. Chesnutt, Sandra Cisneros, Junot Diaz, Theodore Dreiser, W. E. B. DuBois, Ralph Ellison, Louise Erdrich, William Faulkner, F. Scott Fitzgerald, Ernest J. Gaines, Allegra Goodman, Anthony (Tony) Grooms, Ernest Hemingway, Zora Neale Hurston, Langston Hughes (fiction), Henry James (post 1900), Gish Jen, Edward P. Jones, Gayl Jones, Charles Johnson, Jack Kerouac, Maxine Hong Kingston, Jhumpa Lahiri, Nella Larsen, Bernard Malamud, Gloria Naylor, Carson McCullers, Toni Morrison, Bharati Mukherjee, Himilce Novas, Flannery O'Connor, Tillie Olsen, Dolen Perkins-Valdez, Philip Roth, Leslie Marmon Silko, Lee Smith, Amy Tan, Jean Toomer, John Updike, Alice Walker, James Welch, Eudora Welty, Edith Wharton, John Edgar Wideman, Richard Wright, Hisaye Yamamoto, Anzia Yezierska

1 long poem. Choose from:

Paula Gunn Allen, *Shadow Country*; John Berryman, *77 Dream Songs*; Gwendolyn Brooks, *The Anniad* or *In the Mecca*; Hart Crane, *The Bridge*; H.D., *The Walls Do Not Fall*; T. S. Eliot, *The Waste Land*; Allen Ginsberg, *Howl*; Langston Hughes, *Montage of a Dream Deferred*; Mina Loy,



Anglo-Mongrels and the Rose; Ezra Pound, *The Cantos*; Adrienne Rich, *21 Love Poems*; Melvin Tolson, *Harlem Gallery, Book I*; Derek Walcott, *Omeros*; William Carlos Williams, *Paterson*

5 short poems by one author. Choose from the following writers:

Sherman Alexie, Julia Alvarez, John Ashberry, W. H. Auden, Amiri Baraka, Arna Bontemps, Gwendolyn Brooks, Sterling Brown, Lorna Dee Cervantes, Lucille Clifton, Judith Ortiz Cofer, Hart Crane, Countee Cullen, H. D., Rita Dove, Carol Ann Duffy, Paul Lawrence Dunbar (post-1900), T. S. Eliot, Martín Espada, Robert Frost, Alan Ginsberg, Nikki Giovanni, Joy Harjo, Robert Hayden, Linda Hogan, Seamus Heaney, Langston Hughes, Ted Hughes, Etheridge Knight, Yusef Komunyakaa, Philip Larkin, Denise Levertov, Li-Young Lee, Audre Lorde, Robert Lowell, Mina Loy, Claude McKay, Edna St. Vincent Millay, Simon Ortiz, Sylvia Plath, Ezra Pound, Adrienne Rich, Edwin Arlington Robinson, Theodore Roethke, Sonya Sanchez, Carl Sandburg, Anne Sexton, Stevie Smith, Gary Soto, Stephen Spender, James Tate, Dylan Thomas, Melvin Tolson, Jean Toomer, William Butler Yeats, Derek Walcott, Robert Penn Warren, William Carlos Williams, James Wright

1 play. Choose from the following writers:

Edward Albee, James Baldwin, Amiri Baraka, Sebastian Barry, Samuel Becket, Athol Fugard, Lorraine Hansberry, Langston Hughes, David Henry Hwang, Arthur Miller, Marsha Norman, Eugene O’Neil, Suzan-Lori Parks, Caryl Phillips, Harold Pinter, Ntozake Shange, John Millington Synge, Sam Shepherd, Tennessee Williams, August Wilson

b. Sample Reading List

The Medieval Era

The Canterbury Tales: The Prologue, “The Knight’s Tale,” “The Miller’s Tale,” “The Wife of Bath’s Tale”

“Western Wind”; “I Have a Young Sister”; “I Sing of a Maiden”; “Adam Lay Bound”;
Sir Patrick Spens”; “The Three Ravens”

Everyman



16th and 17th Century English and 17th Century American

Shakespeare, *As You Like It*

Marlowe, *Doctor Faustus*

Behn, *Oroonoko*

Spenser, *The Faerie Queene, Books 1 and 2*

Donne, "The Flea," "Go and Catch a Falling Star," "A Valediction: Forbidding Mourning," Sonnet: "Batter my heart, three-personed God," Sonnet: "Death, be not proud"

18th Century English and American

Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*

Pope, *Essay on Man*

Wheatley, "On the Death of a Young Lady," "An Hymn to the Morning," "On Recollection," "On Imagination," "An Hymn to Humanity"

19th Century English and American

Austen, *Pride and Prejudice*

Coleridge, *The Rime of the Ancient Mariner*

Whitman, *Song of Myself*

Dickinson, "Because I could not stop for death," "There's a certain slant of light," "I like to see it lap the miles," "I heard a fly buzz," "Most madness is divinest sense"

Hawthorne, *The Scarlet Letter*

20th Century--Present English, American, and Post-Colonial in English

Joyce, *Portrait of the Artist as a Young Man*

Erdrich, *Love Medicine*

H.D., *The Walls Do Not Fall*

Hughes, "Theme for English B," "The Weary Blues," "Jazzonia," "The Negro Speaks of



Rivers," "America"

Becket, *Waiting for Godot*

c. Sample Exam Questions:

The exam consists of two parts.

Part One

This section of the exam comprises four hours of work on the morning of the exam day. Students will answer two questions, a *themes and issues* question and a *theory* question (each 2 hours).

Part Two

After a lunch break, students will return to take the second section of the exam (1 ½ hours), comprising a poem explication and analysis. To complete this section, students will have access to the complete text of a poem.

Part One: Includes "Themes and Issues" and "Theory" Questions

Answer one question from each category. (Time: 4 hours; 2 hours per question)

This part of the exam has two primary objectives. It invites students 1) to make connections between diverse eras, tracing important issues, themes, and genres over time, and 2) to engage with primary texts in relation to works of literary theory.

The exam includes two questions dealing with "themes and issues" and two questions relating to theory. Students must choose one question from each category.

Themes and Issues: Sample Questions

Answer only one question from this category.

Themes and issues will change from one semester to the next, although the form of the questions may remain substantially the same. In some cases, two themes or issues may be offered within a single question, and students can choose the one that best suits their list.

1. Choose three poets on your list from three different centuries, and discuss how their work (or one of their poems) engages with the idea of nature, either through direct depictions of nature or meditations on the subject. Consider the idea of nature in relation to both the



content and form of the poetry you discuss. What similarities and differences do you find among the writers you have chosen? To what extent does each poet's vision of nature reflect his or her era?

2. For any three novels or prose works on your list, consider how the writers depict the issue of individual identity within (or against) the social fabric. For each work, consider the degree to which the individual protagonist (or narrator) identifies with or contends against the social norms of her or his community or society. What similarities and differences do you find? To what extent does each writer's vision reflect his or her era?

Other themes and issues may include gender roles, the individual's relation to society, the writer's role in society, political, social, or religious conflicts, changing poetic or narrative forms, cultural norms in regard to childhood and/or aging, the archetype of the journey, class issues, the image of the family, etc. When narrower topics are offered, students will be given a choice of topics (possibly within one question) so that they can make the best use of their individual lists.

Theoretical Questions: Sample Questions

Answer only one question from this category.

The works of theory on the list will be the same for all students. The exam questions will invite them to draw on theoretical works and approaches in their readings of the primary works on their individual lists. In general, these questions will ask students to discuss no more than three works (one work of theory and two primary texts). The emphasis will be on analyzing and evaluating theoretical works along with primary texts.

1. Discuss two plays on your list through the lens of Aristotle's *Poetics*. Pay particular attention to Aristotle's idea of *catharsis* in your analysis. Be sure to discuss Aristotle's work in detail and consider the strengths and/or possible limitations of the concept of *catharsis* in relation to the primary works you elucidate.

2. In *Romancing the Shadow*, Toni Morrison contends that "the imaginative and historical terrain upon which... American writers journeyed is in large measure shaped by the presence of the racial other." For Morrison, how is the process of racial othering central to the historical process of constructing an American national identity? Explicate her argument in specific terms, with reference to at least one literary text analyzed by her in her essay.



Then go on to discuss the depiction of racial othering in two primary literary texts on your list. How is the process of othering portrayed, and how does it inflect characterization, narrative development, and/or major themes? The texts that you analyze may be works of American literature, but need not be. (As Morrison notes, “There also exists a European Africanism,” which operates through a related process of racial othering.) In conclusion, to what extent can Morrison’s analysis enrich your understanding of these primary texts?.

3. Choose any of the critical texts on your list, and apply its theoretical perspective to any two primary texts on your list. Be sure to consider the advantages and limitations of the critical perspective you are employing.

Part Two: Poem Explication (1 ½ hours)

*For this part of the exam, students will submit with their proposed reading list **three** clean photocopies of **three** poems on their list (written by different writers). Each poem should be no more than one page in length. The committee will select one of these poems, and it will be returned to the student when s/he comes in to take Part Two of the exam.*

Students will be required to analyze and explicate the poem, using the text of the poem but no other sources during the exam. Note: Once students have selected their three poems, they will be excluded from discussing them in Part One of the exam.

Question

Explicate and analyze your poem in order to make an argument about its significance. You may choose to emphasize thematic, cultural, historical, or political significance, or issues of poetic innovation. In order to demonstrate your poem’s significance, consider the following elements:

- major themes, as well as any conflicts and contradictions that you find in the work
- poetic form (lyric, dramatic monologue, or narrative poetry; rhyme, meter, free verse, etc.)
- figurative language (imagery, symbolism, metaphor and simile), tone and point of view

DIRECTED READINGS

ENGL 6890 (Directed Reading) offers opportunities for students to work one-on-one with a faculty member knowledgeable in a particular area and pursue special topics of mutual interest not available in regular course offerings. As a rule, Directed Readings grow out of coursework.



Directed Readings must be approved by the Director of Graduate Studies in English. Typically students will schedule a Directed Reading in the latter part of the degree program, when their interests, needs, and circumstances are clearer, and a faculty member is willing to do one. No more than six hours of Directed Readings may be applied to the 36 hour degree requirement.

INTERNSHIPS

Working World Internships

The Department has a number of internship possibilities for graduate students. During an internship students can apply, extend, and elaborate on studies in their discipline and also gain related work experience, which can provide both on-the-job training and career opportunities. Internship sites include places such as the UNC Charlotte Library & Information Services, local television stations, local newspapers, the public library, the Charlotte Chamber of Commerce, radio station WFAE, and local corporations.

It is strongly recommended that students have completed 15 hours or more of graduate credit before registering for an internship. Students receive academic credit for an internship by registering for ENGL 5410 (Professional Internship) under the general direction of the Department's Internship Coordinator. Students should contact the Director of Graduate Studies in English for the name and phone number of the Internship Coordinator. Internships must be arranged with the Internship Coordinator; students must fill out a special form requesting approval *before* registering for ENGL 5410 (Professional Internship).

Students may register for a three-credit hour or six-credit hour internship course, though only three credit hours may be applied to the Masters degree. The three-credit hour course requires 120 hours of work per semester—usually 10-12 hours per week. The six-credit hour course requires 240 hours of work per semester—usually 20-24 hours per week. This work is part of the student's academic load for the semester.

A grade will not be assigned until the student has submitted all required materials to the Internship Coordinator. The final grade is determined after a consultation between the Internship Coordinator and the student's on-site supervisor about the quality of the student's work and learning experience.

Note: Internships may or may not be paid.

Teaching Internships

Also available is ENGL 6495, Internship in College Teaching; this internship allows a student to co-teach an undergraduate course with a faculty member who is willing to supervise the student. The teaching internship is especially recommended for students who are preparing to teach at the post-secondary level or planning to apply for teaching assistantships at the Ph.D.



level, but who are unable to participate in the [teaching assistantship program](#). (It is strongly recommended that students have taken ENGL 6195 (Teaching College English) and ENGL 5400 (English Composition Practicum.)

Students interested in a teaching internship should contact the Director of Graduate Studies in English. Students will be accepted for an internship in teaching only near the end of their degree programs and upon approval of the Graduate Director; if the student wishes to teach a first-year writing course, the Director of the Writing program must also approve.

Note: Three hours of ENGL 5410 (Professional Internship) and three hours of ENGL 6495 (Internship in College Teaching) may both be included in a student's program. However, no more than nine hours in non-classroom instruction (ENGL 5410, ENGL 6194, and ENGL 6890) may be applied to the 36 hours required in the English M. A. degree.

AWARDS

UNDERGRADUATE AND GRADUATE AWARDS

The following awards may be given to either graduate or undergraduate students. Unless otherwise indicated, only faculty may nominate students for these awards.

JOAN NEAL SCHOLARSHIP

The Joan Neal Scholarship is for a rising senior undergraduate or a first-year graduate student. Students must demonstrate merit, satisfactory academic progress, and have an interest in creative writing or contemporary fiction.

GRAY'S BOOKSTORE CREATIVE WRITING AWARDS

Gray's Bookstore Creative Writing Awards are presented to two students, one a fiction writer and one a poet, who are pursuing degrees in any major at UNC Charlotte and who have participated in creative writing workshops.

GARLAND KEEVER MEMORIAL AWARD

The Garland Keever Memorial Award for Humorous Writing, established by the Department's TLC (Tender Loving Care) Committee and funded by private donations, celebrates the legacy of the late Garland Keever, secretary to the Department from June 1994 to December 1996, by presenting an award of a variable amount of money to a graduate or undergraduate student of any major for humorous creative writing (including creative nonfiction). Submissions may be made by both faculty and students.



BLAIR RUDES AWARD

This award is presented to an undergraduate or graduate student for academic excellence in the study of linguistics. The award commemorates the life and scholarship of Dr. Blair Rudes, an expert in Native American languages, who taught in the Department of English from 1999 until his death in 2008.

GRADUATE STUDENT AWARDS

JULIAN D. MASON AWARD

The Julian D. Mason Award is presented to a graduate student in English who has excelled in the study of American Literature and who is in the final third of her or his program of study. This award honors Dr. Mason, Professor Emeritus, who has contributed thirty years of exemplary service to UNC Charlotte as professor, Department Chair, administrator, mentor, and benefactor. The award is sponsored by two of his former graduate students, Roxanne Newman and Tonya Wertz-Orbaugh.

ANNE R. NEWMAN AWARD

Provided by Dr. Paul R. Newman, this award is given to the most outstanding graduate student who has completed the M.A. degree in English during the past year. This award is permanently endowed by a gift from her husband in order to honor the memory of Anne Newman, a valued member of the English Department at the time of her passing in 1982.

J. MURREY ATKINS LIBRARY AWARD

Sponsored by the Atkins Library, this award is given to an outstanding graduate student in English who has shown a strong commitment to professional development and scholarship through any of the following: publication, research, national awards, grants, fellowships, scholarships, conference presentations, acceptance to MFA or PhD programs, service in professional organizations, editing, teaching, community engagement, public service, or other distinction in any area of English studies.

GLENN BURNE AWARD

Two awards are given, one to an undergraduate and one to a graduate English student, for excellence in Children's Literature scholarship, as demonstrated by a paper written during the current academic year.



GRADUATION PROCESS

APPLICATION FOR GRADUATION

Once students know when it is likely that all M. A. requirements for the degree will be met, they should complete an “Online Graduation Application” form. This form is submitted online via Banner Self Service:

1. Login to **my.uncc.edu**.
2. Click on **Student Records**.
3. Click on **Online Graduation Application**.
4. Click “Continue” if this is the first time a graduation has been submitted; if one has been submitted previously, click on “Create a New Application.”
5. After all sections are complete, click on “Submit.”

The graduation submission deadlines are available on UNCC’s [academic calendar](#) webpage. Once the application is filled out and submitted, the student’s UNC Charlotte account is charged the graduation application fee.

The University grants degrees in December, May, and August. The University holds Commencement ceremonies in May and December.

For more information, contact the Graduate School by email at gradgraduation@uncc.edu.

APPLICATION FOR ADVANCED LICENSURE

The College of Education is the licensure agent at UNC Charlotte, and questions concerning licensure should be addressed early in one’s degree program. See [College of Education licensure requirements](#) for more information.