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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 or emphasis: in Applied Linguistics, Children’s Literature, Composition/Rhetoric, Creative Writing, English for Specific Purposes, Literature, or Technical/Professional Writing. The Master of Arts in English Education is a separate degree jointly sponsored by the English Department and the College of Education and administered by the English Department’s Graduate Director. For information about this program, see Masters of English Education. 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 Programs in English, Dr. Ronald F. Lunsford, at 704-687-4223 or Jennie Mussington, the Department’s administrative assistant for Graduate Studies, at 704-687-2298. 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 should have a minimum 3.0 grade point average (on a 4.0 scale) on all coursework taken beyond high school.

**Note:** Applications are considered in their totality; 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.

Students who need to take additional undergraduate 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.
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**

The Department has a rolling admissions policy. 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; these may be electronically uploaded with the application, in .DOC, .XLS, .PDF, WPD, or TXT format—not more than 500 KB each. An official transcript may be requested later.
- 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 electronically as part of the application process.
- **Test scores** from either the Graduate Record Examination (GRE)—aptitude portion only—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 GRE or MAT tests—though 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.
  - Registration is completed **online for the GRE**, and the test may be taken at local testing centers throughout the year.
  - The **MAT** is offered Tuesday, Wednesday, and Thursday for the computer based test; the pen and paper test may be taken on Wednesdays.

  - Registration materials and other information are available at the Counseling Center’s website, via email, or the Counseling Center.
- The cost for the exam is $80.00 paid to UNC Charlotte.
- Students may register by stopping by the Counseling Center or mailing registration and payment.
- Payment must be made by cash or check—no credit cards.
- Payment and registration must be made by 5 days before the scheduled exam.
- Students must bring 2 forms of identification.
- Call the Counseling Center for more information at 704-687-2105.

The Counseling Center updates these guidelines periodically. Please check their [website](http://example.com) for current information.

**Note:** 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. Since the application is submitted to the Graduate School electronically, the time it takes to review the application is greatly reduced. However, if a timely response is not received, inquiries should first be addressed to the Graduate School to ascertain whether the application is complete. The English Department 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—a test score of 550 is expected.
  - Registration is completed online [for the TOEFL](http://example.com), and the test may be taken throughout the year.
  - [For more information about the IELTS click here.](http://example.com)
- Additional international student application requirements are located [here](http://example.com).
- Additional enrollment requirements for international students are located [here](http://example.com).

**Note:** Some bachelor's degrees given by non-US schools are not equivalent to the American bachelor's degree. Recipients of these degrees are not eligible for graduate study at UNC Charlotte. For additional information, contact International Admissions at 704-687-2693 or see the [International Program website](http://example.com).
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.

Note: Students who accept a teaching assistantship agree not to hold another paying job.

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 Composition 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.

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 15.
- Have completed no more than nine graduate 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 one section of English composition under the supervision of the Director of Rhetoric and Writing in the first term and two in the second.
- Nine semester hours of coursework is typical.
  - Graduate students must enroll in at least six hours of coursework.
- Graduate teaching assistants must have earned at least 18 credit hours before the beginning of the second year.

In addition to assistantships, the Department can award at least one out-of-state tuition waiver to a graduate student who is not a resident of North Carolina so that he/she can pay tuition at the in-state rate. Assistantships are not available in the summer terms.

Other Assistantships

On occasion the English Department is asked to recommend graduate students for assistantships in other departments, e.g., Atkins Library, Dance and Theatre, Electrical Engineering, Engineering Technology, and Learning Assistance Services. Students interested in such positions should let the Director of Graduate Studies in English know.

In-State Tuition Waivers

To compete for an in-state tuition waiver:

- Write a letter of interest directly to the Director of Graduate Programs in English by March 15 before matriculation in the fall.
- Apply for financial aid through the Financial Aid Office.

Waivers will be awarded based on financial need as determined by the Financial Aid Office and by merit as reflected in the graduate school application file, including letters of recommendation and transcripts.

Note: Any additional information students wish the committee to consider should be included with the letter to the Director of Graduate Studies in English.
IMPORTANT INFORMATION

ADVISING
Once admitted to the degree program, students should consult with the Director of Graduate Studies for academic advice. When students select a concentration or an emphasis, they will be assigned to a faculty advisor in that area, but the Graduate Director will be available for advice and consultation at any time needed.

The student is responsible for seeing that all requirements for the degree are met, though faculty advisers are 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 secretaries.

TRANSFER CREDIT
Transfer of coursework to or from another school is usually 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 on a UNC Charlotte Transient Study form.

Note: All courses taken as a part of an English Graduate Certificate program can be counted towards a Masters degree should the student apply and be accepted into the M.A. program.

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 Programs 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 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 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. This procedure is not necessary for
those who miss only summer enrollment, or for those who miss no more than three fall or spring semesters in a row.

**CONCENTRATIONS AND EMPHASES**

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

**Note:** Students who wish to obtain Advanced Teacher Licensure should consult with the College of Education for licensure requirements.

All M. A. candidates are required to take:

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

Students in some concentrations or emphases may be required to take:

- ENGL 6890 Directed Reading
- ENGL 5410 Professional Internship.

**CONCENTRATIONS**

All students in the English M. A. program will declare a concentration or emphasis. The Department has two concentrations in the M. A. program: Children's Literature and Technical/Professional Writing. Students should submit a “Declaration of Concentration” form to the Graduate Director before the end of their second semester (if full-time) or by the time they have completed nine hours (if part time). Students may change their emphases or concentrations, but only by completing a new declaration form.

**Note:** Concentrations will appear on the students’ transcripts.
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 The Worlds of Juvenile Literature.
- Twelve hours selected from:
  - ENGL 5050 Topics in English (topics that relate to Children’s Literature)
  - ENGL 5102 Classics in British Children’s Literature
  - ENGL 5103 Classics in American Children’s Literature
  - ENGL 5104 Multiculturalism and Children’s Literature
  - ENGL 6070 Topics in English (Children’s Literature Winners)
  - ENGL 6104 Major Figures in Children’s Literature
  - ENGL 6890 Directed Reading
  - 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
- Two courses in literature (other than Children’s Literature)
- Two courses in writing/rhetoric
- Three hours of an English elective.

Note: 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 Graduate Director, 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 5180 Theories of Technical Communication
- ENGL 5410 Professional Internship
- 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 for credit)
  - ENGL 5181 Writing and Designing User Documents
  - ENGL 5182 Information Design & Digital Publishing
  - ENGL 5183 Editing Technical Documents
  - ENGL 6008 Topics in Advanced Technical Communication (may be repeated for credit).
- Two elective courses.

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 one three-hour elective course. See M. A. Thesis for more information.
Project

Students electing to submit a project to satisfy this requirement should enroll in ENGL 6890, a directed reading leading to the production of a project. See Projects/Portfolios for more information.

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

1. 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.

2. 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.

Emphases

The English Department has several emphases in the M. A. program: Applied Linguistics, Composition/Rhetoric, Creative Writing, English for Specific Purposes, and Literature. Students should submit a “Declaration of Emphasis” form to the Director of Graduate Studies in English before the end of their second semester (if full-time) or by the time they have completed nine hours (if part time). Students may change concentrations or emphases, but only by completing a new declaration form.

Applied Linguistics

Linguistics is a broad field, and the applied linguistics emphasis 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 emphasis 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
- Two courses selected from:
  - ENGL 5050 Topics in English (Linguistics topic; Graduate Director approval required)
  - ENGL 5254 Teaching English/Communications Skills to Middle and Secondary School Learners
ENGL 6070  Topics in English (Linguistics topic; Graduate Director approval required)

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 emphasis 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 linguistic courses 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 6890 (Directed Reading)—leading to the production of a project. 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 emphasis 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
- Two elective courses.

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

Note: All students in the composition/rhetoric emphasis 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 6890
(Directed Readings)—a three-hour Directed Readings course—leading to the production of a
project.

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 emphasis 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 emphasis 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:
  o ENGL 5203 Writing Fiction
  o ENGL 5209 Fiction Writing Workshop
• One course selected from the following:
  o ENGL 5202 Writing Poetry
  o ENGL 5208 Poetry Writing Workshop
• Two ENGL 6070 Topics in English (must be creative writing topics)
• One theory-intensive course in writing or literature
• Two literature courses
• Two electives (with the approval of the Director of Graduate Studies in English).

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 emphasis 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 6890 (Directed Reading)—leading to the production of a project. See [Projects/Portfolios](#) for more information.

The creative writing project has two components:

3. 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.

4. 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) emphasis 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 emphasis 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 5050 Language and the Professions
  - 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
- Two electives (these may be English and/or TESL courses; must be approved by the Director of Graduate Studies in English.

Students will select two elective English and/or TESL courses approved by the Director of Graduate Studies in English.

Note: All students in the English for specific purposes emphasis 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 6890 (Directed Reading)—leading to the production of a portfolio. 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 emphasis requires a total of 36 hours from the following requirements:

- ENGL 6101 Introduction to English Studies
- ENGL 6160 Introduction to the English Language
- Three historically-oriented literature courses
- Two courses in one national literature
- One course in another national literature
- One course in literature written before 1800
- One writing/rhetoric course
- One literary theory-intensive course.
- One seminar
Note: Since a course can fulfill more than one requirement, 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 emphasis may elect to write a thesis. Students choosing this option will consult with the Graduate Director, 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 emphasis in the second summer session of 2009 or later 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.

GUIDELINES FOR M.A. THESSES, 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. Once the thesis proposal is approved, students may register for ENGL 6996 (Thesis). 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 7999 (Master’s Degree Graduate Residency).

Creative Thesis
Students electing to write a creative thesis (defined as a collection of poems, a collection of short stories, or a novella) must first take:

- One of these:
  - ENGL 5202 Writing Poetry
Graduate Student Handbook
Revised February 25, 2011

Department of English
UNC Charlotte

ENGL 5203 Writing Fiction.

- One of these:
  - ENGL 5209 Poetry Writing Workshop
  - ENGL 5208 Fiction Writing Workshop.

They are also required to take ENGL 5290 (Advanced Creative Project) concurrently with or in advance of completing the thesis. 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 creative writing theses 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 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.

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 and in the English Department, are followed.

Note: This manual is in three parts all of which are available on line.

In addition to adhering to these guidelines, the student should also 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: 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. If requested, the Graduate School will conduct a preliminary check of the thesis before the student prepares the three copies. 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 is approved by the Director of Graduate Studies in English, the student will be enrolled in the project/portfolio Directed Readings.

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.
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, announce, and conduct 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 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 7999 (Graduate Residence) for one hour of credit.

M. A. Exam Application Deadlines

Students planning to take the M. A. exam should complete the “Application for Candidacy” form by September 1 (for fall semesters) and by February 1 (for spring semesters) of the semester they expect to take the M. A. comprehensive exam; the form (available in the Department office and in the Graduate School) should be submitted to the Graduate Director. Students should also make sure to fill out an exam registration form (available from the graduate secretary) which establishes the intention to take the exam that semester and states a preference for a PC or Mac. See Application for Degree for more information on the “Application for Candidacy”.

Note: 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”
• Anderson:
  o “The Little Match Girl”

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:
    o “Against Idleness and Mischief”
    o “Examples of Early Piety”
    o “Against Quarreling and Fighting”
    o “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:

- An Na, A Step from Heaven (2001)
- Anderson, Speak (1999)
- Blume, Are You There, God? It’s Me, Margaret (1970)
- 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)
- 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:

- Block, Weetzie Bat (1989)
- Colfer, Artemis Fowl (2001)
- Dahl, James and the Giant Peach (1961)
• 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:
  o The Hobbit
  o There and Back Again (1937).
• White, Charlotte’s Web (1952)

**HISTORICAL FICTION**

Choose four texts from:

• 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)
• Steptoe, Mufaro’s Beautiful Daughter: An African Tale (1987)
• Van Allsburg, *Bad Day at Riverbend* (1996)
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.”

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)

- An Na, A Step from Heaven (2001)
- Anderson, Speak (1999)

FANTASY (20TH—21ST CENTURY)

- Block, Weetzie Bat (1989)
- Dahl, James and the Giant Peach (1961)

HISTORICAL FICTION

- Curtis, Bud, Not Buddy (1999)
- Park, A Single Shard (2001)
- Paulsen, Soldier’s Heart: A Novel of the Civil War (1998)
PICTURE BOOKS

- Sendak, Where the Wild Things Are (1963)

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

- 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).
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
5. 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
6. 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

**Guidelines for Creating a Reading List**

Developing a literature reading list allows students to focus on their 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 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.

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

Note: This brief list of 5 critical and theoretical readings is designed merely to generate relevant questions for the exam. It does not represent “all the theory our graduate students need to know.” The list of theoretical works will be changed periodically.

Suggested Texts for the Reading List

THE MEDIEVAL ERA

Choose one long poem 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).

Choose five medieval lyrics or ballads 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.”

Choose one play 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
Choose any play by Shakespeare.

Choose one non-Shakespearean play from:
• Aphra Behn
• Beaumont and Fletcher (worked both as co-authors and separately)
• Ben Jonson
• Thomas Kyd
• John Lyly
• Christopher Marlowe
• Thomas Middleton
• John Webster.

Choose one long prose work from:
• Behn, Oroonoko
• Bradford, Of Plymouth Plantation
• Browne, Religio Medici
• Bunyan, The Pilgrim’s Progress
• Burton, The Anatomy of Melancholy
• Cavendish, The Blazing World
• Lyly, Euphues: The Anatomy of Wit
• More, Utopia
• Rowlandson, Being a Narrative of the Captivity and Restauration of Mrs. Mary Rowlandson
• Sidney:
  o The Defence of Poetry
  o The New Arcadia.
• Wroth, *The Countess of Montgomery’s Arcadia, Book 1*.

Choose one long poem from:
• Dryden, Absalom and Achitophel
• Milton, Paradise Lost, Books 1 and 2
• Shakespeare, *Sonnets*
• Sidney, *Astrophel and Stella* (sonnet sequence)
• Spenser:
  o *Amoretti* (sonnet sequence)
  o The Faerie Queene, Books 1 and 2.
• Wroth, *The Day of Doom*
• Wroth, *Pamphilia to Amphilanthus* (sequence of sonnets and songs).

Choose five short poems by one author from:
• 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**

Choose one long prose work or novel from:
• Fanny 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.

Choose one long poem from:
• Crabbe, The Village.
• Pope:
  o The Rape of the Lock
  o The Dunciad
  o Essay on Man.

Choose five short poems by one author from:
• 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

Choose one long prose work or novel (English) from:
• Jane Austen
• Charlotte Bronte
• Emily Bronte
• Lewis Carroll
• Joseph Conrad (pre-1900)
• Charles Dickens
• George Eliot
• Elizabeth Gaskell
• George Gissing
• Thomas Hardy
• Olive Schreiner
• Mary Shelley
• Anthony Trollope.

Choose one long prose work or novel (American) from:
• Louisa May Alcott
• Kate Chopin
• Rebecca Harding Davis
• James Fenimore Cooper
• Stephen Crane
• Frederick Douglass
• Mary Wilkins Freeman
• Frances Harper
Choose one long poem (English) from:

- Byron:
  - Don Juan
  - Childe Harold’s Pilgrimage.

- Coleridge, The *Rime of the Ancient Mariner*

- Keats:
  - The Eve of Saint Agnes
  - Lamia.

- Wordsworth, The Prelude, Books I and II
- Barrett Browning, *Aurora Leigh* (2 books)
- Tennyson, *In Memoriam*.

Choose one long poem (American) from:

- Barlow, *The Columbiad* (post-1800)
- Longfellow:
  - Evangeline
  - Hiawatha.

- Melville, *Clarel*
- Whitman, Song of Myself

Choose five short poems by one author from:

- Matthew Arnold
- William Blake
- Emily Bronte
- Elizabeth Barrett Browning
- Robert Browning
- William Cullen Bryant
- Samuel Taylor Coleridge
- Emily Dickinson

- Herman Melville
- Edgar Allan Poe
- Harriet Beecher Stowe
- Henry David Thoreau
- Mark Twain

- Paul Lawrence Dunbar (pre-1900)
- Ralph Waldo Emerson
- George Gordon
- Lord Byron
- Thomas Hardy
- Frances Harper
- Felicia Hemans
20th Century English, American, and Anglophone

Choose one long prose work or novel (British or Anglophone) from:

- Chinua Achebe
- Margaret Atwood
- Angela Carter
- J. M. Coetzee
- Joseph Conrad (post-1900)
- Margaret Drabble
- John Fowles
- Ford Maddox Ford
- Nadine Gordimer
- Amitav Ghosh
- Graham Greene
- James Joyce
- D. H. Lawrence
- Doris Lessing
- Somerset Maugham
- Ian McEwan
- Iris Murdoch
- Alice Munroe
- V. S. Naipaul
- Caryl Phillips
- Anthony Powell
- Jean Rhys
- Salman Rushdie
- Paul Scott
- Khushwant Singh
- Zadie Smith
- Evelyn Waugh
- Jeanette Winterson
- Virginia Woolf.

Choose one long poem from:

- Allen, Shadow Country
- Berryman, 77 Dream Songs
- Brooks:
- The Anniad
- In the Mecca.
- Crane, The Bridge
- H. D., The Walls Do Not Fall
- Eliot, The Waste Land
- Allen Ginsberg, *Howl*
- Hughes, Montage of a Dream Deferred
- Pound, The Cantos
- Rich, 21 Love Poems
- Tolson, Harlem Gallery, Book I
- Walcott, *Omeros*
- Williams, Paterson.

Choose one long prose work or novel (American) from:

- Sherwood Anderson
- Willa Cather
- James Baldwin
- Charles W. Chesnutt
Choose five short poems by one author from:

- Sherman Alexie
- John Ashberry
- W. H. Auden
- Amiri Baraka
- Arna Bontemps
- Gwendolyn Brooks
- Sterling Brown
- Lorna Dee Cervantes
- Lucille Clifton
- Hart Crane
- Countee Cullen
- H. D.
- Rita Dove
- Paul Lawrence Dunbar (post-1900)
- T. S. Eliot
- 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
- 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
- Gary Soto
- Stephen Spender
- James Tate
- Dylan Thomas
- Melvin Tolson
- William Butler Yeats
- Derek Walcott
- Robert Penn Warren
- William Carlos Williams
- James Wright.

Choose one play from:

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

**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:
  o The Flea
  o Go and Catch a Falling Star
  o A Valediction: Forbidding Mourning
  o Sonnet: Batter my heart, three-personed God
  o 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:
  o On the Death of a Young Lady
  o An Hymn to the Morning
  o On Recollection
  o On Imagination
  o An Hymn to Humanity.

19TH CENTURY ENGLISH AND AMERICAN
• Austen, Pride and Prejudice
• Coleridge, The Rime of the Ancient Mariner
• Dickinson:
  o Because I could not stop for death
  o There’s a certain slant of light
  o I like to see it lap the miles
  o I heard a fly buzz
  o Most madness is divinest sense.
• Hawthorne, The Scarlet Letter
• Whitman, Song of Myself.

20TH CENTURY—PRESENT ENGLISH, AMERICAN, AND POST-COLONIAL IN ENGLISH
• Bechet, Waiting for Godot
• Erdrich, Love Medicine
• H. D., The Walls Do Not Fall
• Hughes:
  o Theme for English B
  o The Weary Blues
  o Jazzonia
  o The Negro Speaks of Rivers
Sample Literature Exam Questions (5 1/2 hours)
The exam consists of two parts: Themes and Issues and Theory; and Poem Explication.

PART ONE: “THEMES AND ISSUES” AND “THEORY” QUESTIONS (4 HOURS)
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 the students may choose the one that best suits their list.

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.

This part of the exam is four hours. The morning of the exam students will begin part one which includes two questions dealing with “Themes and Issues” and two questions relating to “Theory.” Students must choose one question from each category. (Each 2 hours).

THEMES AND ISSUE SAMPLE QUESTIONS

Answer only one question from this category:

7. 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?

8. 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?

Note: 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

The works of theory on the list will be the same for all students. The exam questions will 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.

Answer only one question from this category:

9. 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.

10. In “The Master’s Pieces,” Henry Louis Gates argues against both those who want to maintain one traditional and dominant literary canon, and those who want to do away with the notion of canonicity entirely. Instead he suggests a continuing process of “canon deformation and reformation” (36). Given that you too have created a “canon” or list of significant texts, explore Gates’ argument in relation to the literary works you have chosen. Begin by explicating Gates’ notion of “canon deformation and reformation.” Then draw on Gates’ ideas to analyze the significance of two works by writers of color on your list. Why did you choose these particular works, and why are they a significant part of your “canon”? To make the case for your inclusion of these works, you will need to offer detailed analyses of them. As you analyze the primary texts under discussion, also be as specific as possible about Gates’ argument.

11. 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)

After a lunch break, students will return to take the second section of the exam (1 ½ hours), in which they will analyze and explicate a poem.

For this part of the exam, students will submit in advance clean photocopies of three poems on their list (written by different writers). Each poem should be approximately one page in length. The committee will select one of these poems which will be returned to the student when he/she takes Part Two of the exam. The student 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 these three poems, they will be excluded from discussing these poems in Part One of the exam.
**Poem Explication Sample Question**

12. 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. No more than six hours of Directed Readings may be applied to the 36 hour degree requirement.

**Note:** Directed Readings leading to the development of a “project” do not count as part of this six-hour maximum.

**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.

Students must have completed 15 hours or more of graduate credit before registering for an internship. Internships can be arranged no later than the last day to add classes for the enrollment period during which they are to be pursued; however, it is advisable to make arrangements sooner. 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 Department secretary 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. 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; only three credit hours may be applied to the Masters.

Teaching Internships

Also available is ENGL 6495, Internship in College Teaching; this internship allows a student to teach one UNC Charlotte first-year writing course under the supervision of the Director of Rhetoric and Writing. 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. (Prerequisite: ENGL 6195, Teaching College English; ENGL 5400, English Composition Practicum, is strongly recommended). For more detailed information on Assistantships click here.

Students interested in a teaching internship should contact the Department secretary for the name and phone number of the Director of Rhetoric and Writing. Students will be accepted for an internship in teaching only near the end of their degree programs and upon approval of the Department’s Director of Rhetoric and Writing.

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.
JOAN NEEL SCHOLARSHIP

The Joan Neel Scholarship is for a rising senior undergraduate or a first-year graduate student. The award is $500 to go towards tuition or textbook purchase.

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. The award for each student consists of a certificate for $75, which will be used for purchasing books for the following fall semester at Gray’s Book Store.

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.

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.

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 49er Express
2. Click on Banner Self Service
3. Click the Student Services/Student Accounts Tab
4. Click on **Student Records**
5. Click on **Online Graduation Application**.

The graduation submission deadlines are available on the [Graduate School’s website](#); they are also listed on Banner Self Service before entering the application. Once the application is filled out and submitted, the student’s UNC Charlotte account is charged the graduation application fee.

For more information, contact the Graduate School at 704 687-5503 or by email at gradgraduation@uncc.edu.

**APPLICATION FOR DEGREE**

After students have completed most of their courses, they will submit an Application for Admission to Candidacy for a Degree. To obtain a form: [Click Here](#).

The University grants degrees in December, May, and August. Check with the Graduate School for specific deadlines; as a rule the deadline to apply for a December degree is early September, the deadline for a May degree is early January, and the deadline for an August degree is early July. The University holds Commencement ceremonies in May and December.

**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.