



2021-2022 Handbook

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Welcome

Dear Incoming English Graduate Students:

We welcome you to our Master of Arts in English Graduate Program! We are excited to have you join our community of learners, and we welcome the special knowledge and talents you bring to the group.

Our program prepares you to be great thinkers and writers, which will land you great jobs. We will train you in writing, literary studies and linguistics to give you a broad foundation, but you will be able to choose which area(s) you want to gain more experience in.

Our graduates go on to PhD and law programs, including Clemson and Syracuse University to name drop a few. They find jobs teaching at all levels (including overseas), but that's not all we focus on. Our graduates become leaders who coordinate programs, create digital content, work as technical writers/editors, and on and on. Our program allows you to build on your skills and make yourself even more marketable.

This handbook will serve as a valuable resource during your time in the program as it contains procedures, policies and resources. You will want to refer to the handbook often to make sure you are aware of the requirements for the program.

Also keep up with our department website and Facebook page to find out more about our super faculty and activities. You will find helpful information there as well.

We look forward to working and learning with you during this important time in your life. Again, welcome to our learning community.

Sincerely,
Susan Garza, PhD
Coordinator
MA English Program

Graduate Faculty and Staff

[Read more about our faculty on our website](#)

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General Information

(Provided by the [College of Graduate Studies](#))

This section of the handbook includes standardized information about rules and policies pertaining to graduate education at Texas A&M University. It is not intended to be comprehensive. You are strongly encouraged to read the sections of the catalog pertaining to graduate students, which will provide more detail and additional topics that may impact you. You will also find information about your program.

Graduate Admissions

To be admitted to a program of graduate study, an applicant must hold a bachelor's degree from an accredited institution of higher education in the United States or an equivalent foreign institution. Decisions concerning admission to graduate study are based on all admission criteria. To be considered for a graduate program, a minimum last 60-hour GPA of 2.5 is required. Some programs may have higher GPA requirements; review specific program information in the graduate catalog or elsewhere in this handbook. All applications must be made via the following web site:

<http://gradschool.tamucc.edu>. For complete information, see the Catalog, [Graduate Admissions section](#).

Graduate students should be aware of their enrollment status, as it may impact financial aid, veteran's benefits, or other important aspects of graduate life. In addition, international students have specific requirements about enrollment status. Enrollment status for graduate students is as follows:

Full-time graduate student	Fall or spring term = 9 hours Combined summer terms = 6 hours
Three-quarter-time graduate student	Fall or spring term = 7 hours Combined summer terms = 5 hours
Half-time graduate student:	Fall or spring term = 5 hours Combined summer terms = 3 hours

Continuous Enrollment

The University does not have a continuous enrollment policy for master's students. However, you should be aware of your own program's requirements, which may differ from general University requirements. Master's students should also know that if they do not attend for two years, they will be required to reapply to the University. Students should consider applying for a leave of absence (see below), especially if the time-to-degree and recency of credits requirements will be impacted by a needed absence.

Leave of Absence

Students experiencing life changing or catastrophic events should consult with their program coordinator and/or department chair and request a [Leave of Absence](#) in writing from the College of Graduate Studies using the [Request for Leave of Absence form](#). A student who is in good standing may petition for a leave of absence of no more than two full academic terms. The maximum number of leave of absence requests permitted in a program is two. A request for a leave of absence requires approval in advance by the faculty advisor, Program Coordinator, College Dean, and Graduate Dean. If the Graduate Dean approves the petition, the registration requirement is set aside during the period of time of the leave. Students should be aware that leaves of absences require suspension of all activities associated pursuit of the degree. See the catalog for more information. [\[OM1\]](#)

Maximum Course Load

Graduate students may not register for more than 12 hours in a regular semester, 6 hours in a single session of summer school, or 12 hours in the combined summer session (not including Maymester) without the approval of the appropriate college dean. See the [Maximum Course Load](#) section in the catalog.

Repetition of a Course

There are specific policies about repeating courses for higher grades, including the provision that graduate students may retake a maximum of two courses during graduate study at the University. Each course may be repeated only once. Some courses may be repeated for multiple credit if those

courses are so designated in the course description and approved by the faculty or program advisor as designated by their college. Complete catalog information may be found in the [Graduate Academic and Degree Requirements](#) section of the catalog.

Time Limit to Degree

The requirements for a master's degree at Texas A&M University-Corpus Christi must be completed within seven years subsequent to admission to the program. The seven-year period begins the first semester of enrollment and is calculated from the date of degree conferral. Credit that is more than seven years old will not be counted toward a master's degree. Exceptions will require strong justification in writing from the student requesting the exception as well as submission of a revalidation plan. Credits earned at another university are not eligible for an exception. Written approval from the major department chairperson, the dean of the college offering the degree, the Graduate Dean, and the Provost are required. See the revalidation process below.

Revalidation of Courses Beyond Degree Time Limit

In order to revalidate dated courses, students should carefully attend to information in the catalog (see [Graduate Academic and Degree Requirements](#) section of the catalog. Revalidation requests should be made using the [Revalidation Request Form](#).

Academic Requirements for Graduate Work

Good Standing. Graduate Students, including degree-seeking, certificate-seeking, and non-degree-seeking students are considered in “good academic standing” if they maintain a minimum 3.0 grade point average (GPA) on all graduate course work and earn a grade of S (Satisfactory), IP (In Progress, or CR (Credit) on all course work that does not affect GPA. A higher GPA may be required by some programs. In such cases, the higher standard will be substituted for 3.0 in all other matters related to good academic standing. A complete discussion of academic requirements including but not limited to scholastic probation and enforced withdrawal may be found in the [Graduate Academic and Degree Requirements](#) section of the catalog. For information regarding the effect of scholastic probation and enforced withdrawal, see the [Financial Assistance Suspension Policy](#) in the Tuition, Fees, & Financial Assistance section of the catalog.

Academic Integrity

Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, which include but are not limited to illicit possession of examinations or examination materials, falsification, forgery, plagiarism, or collusion in any of these behaviors. All students should familiarize themselves with the full Academic Integrity Policy as well as the processes and procedures used to address violations thereof. You can find additional information in the [Academic Integrity](#) section of the catalog. Students can also access University Rules and Procedures [13.02.99.C0.04](#): Student Academic Misconduct Cases.

Additional Information

Information, policies, and procedures about tuition, fees, financial assistance, scholarships, and other topics important to graduate students can be found in the catalog. In addition to the catalog, web pages for offices and services on campus provide expanded information, forms, and contact names/phone numbers. Some of those web pages include the following:

[College of Graduate Studies](#)

[Office of Student Financial Assistance](#)

[Office of International Education](#)

[Scholarships](#)

[GROW](#)

[Assistantships](#)

Program Mission, Outcomes, and Standards

Texas A&M University–Corpus Christi – Mission Statement

Texas A&M University–Corpus Christi is an expanding, doctoral-granting institution committed to preparing graduates for lifelong learning and responsible citizenship in the global community. We are dedicated to excellence in teaching, research, creative activity and service. Our supportive, multicultural learning community provides undergraduate and graduate students with a challenging educational experience. The university's federal designation as a Hispanic Serving Institution (HSI) provides a foundation for closing educational gaps, while its strategic location on the Gulf of Mexico and on the cultural border with Latin America provides a basis for gaining national and international prominence.

College of Liberal Arts – Mission Statement

- Our college values learning that results from purposeful relationships within vibrant and dynamic communities.
- Our college values learning that affects the whole individual through all aspects of our humanity (from the emotive to the rational).
- Our college values learning that produces responsible citizens who engage in the communities around them.
- Our college values learning that engages in research and produces scholarship which extends knowledge and, through this, our regional, national, and global reputations.

English Graduate Program – Mission Statement

The English MA Program offers all candidates the opportunity to grow intellectually and creatively through the advanced study of language, literature, and writing. The program offers a variety of opportunities designed to

- further students' understanding and application of writing, composition theory, linguistics, literature, and literary theory;
- encourage awareness and application of transnational and/or border studies

perspectives;

- develop accomplished teachers of English at the secondary and community college levels;
- prepare skilled professional/technical writers and writing trainers;
- provide students with the background and skills needed to pursue terminal degrees in English and American Studies.

The English MA faculty is committed to an integrated understanding of English as a field of study.

Student Learning Outcomes

At the end of the program, students will demonstrate:

- proficiency in critical reading, writing, and thinking at the graduate level;
- understanding and application of core knowledge, vocabulary, and concepts in the discipline;
- proficiency in scholarly methods of research and inquiry; and
- appropriate preparation for individual career paths within the profession.

Graduate Studies Standards

Faculty in the English MA Program assume that seminar members are good-faith graduate students. Bona fide graduate-school behavior is distinguished in at least four ways:

- Students read weekly assignments on time, completely, to the last page, and they come to the seminar with serious responses and a willingness to discuss.
- Students do not assume that an assignment is legitimate only if it will be “tested.” The work is done for its own sake.
- Students expect that they will attend 100% of the time, and make home arrangements so that this will happen. They don't assume that there are a certain number of allowable “skips.”
- Students assume that open and equitable discussion and critique is the soul of a graduate seminar. Everybody participates. Students don't put the burden on the teacher or on other students to originate or maintain discussion. They themselves take on the responsibility to keep some seminar members from dominating others, and they do it by offering their share of talk.

Academic Integrity

The English graduate program adheres to the Student Code of Conduct policy detailed in the [Academic Integrity](#) section of the catalog. Students can also access University Rules and Procedures [13.02.99.C0.04](#): Student Academic Misconduct Cases.

English graduate students are expected to “conduct themselves in accordance with the

highest standards of academic honesty.” Academic misconduct includes cheating, plagiarism, multiple submissions, complicity, fabrication, falsification, and misrepresentation, in addition to “any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.” Plagiarism occurs when a student “intentionally, knowingly, or carelessly present[s] the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge.” If you are in doubt about what you’re doing, it is your responsibility to speak to your instructor before submitting the assignment. Violation of academic honesty may result in an automatic F for the course and dismissal from the program.

(Refer to [Academic Integrity](#) in the General Information Section.)

Connection to Careers

[Read more about our graduates' accomplishments on our website.](#)

One of the main goals of the MA English Program is to prepare students for the next step in their careers, which for most students in this program involves finding a job or enrolling in advanced academic programs. The major areas of employment include K-12 teaching (mostly middle and high school level), non-tenure track teaching at the college/university level, tenure-track college/university level positions, and business/industry positions (corporate relations, non-profit, government). Some students who focus on applied linguistics find international positions teaching ESL. Information is not available for all students in the program in regard to placement.

Application Requirements

[For complete information about the admissions process visit our website.](#)

The admissions process is completely online. Here's a brief overview of the process:

- Apply for Admission via [Apply Texas Application](#), cost nonrefundable \$75. The cost presents a roadblock for many prospective students, although sometimes the University will waive that fee for students matriculating from a TAMU-CC undergraduate program.
- Meet Graduate College requirement of 3.0 GPA
- Submit the following documentation: ○
 - Official transcripts from all undergraduate and graduate coursework taken at any accredited college or University attended. (Foreign College credits/transcripts require an official foreign evaluation) TAMU-CC transcript is not required.
 - Essay (500-1000 words) from the candidate addressed to the English Graduate Committee. This letter should introduce the candidate, describing:
 - academic background
 - short and long-term professional goals
 - how graduate study in English at TAMU-CC may meet your personal or professional goals.
 - The candidate may also include details about background, language proficiency, and other personal information that may have influenced the decision to pursue graduate study or that relates to individual/career goals.
 - A recent academic writing sample of at least 2000 words, which the applicant believes displays exemplary analytic and stylistic features.
 - Three letters of recommendation.

Admissions Requirements

Once a prospective student's file is complete, the MA English Program Coordinator presents the file to the MA English Committee, which consists of the Coordinator and four graduate faculty members with at least one member from each discipline – Applied Linguistics, Literary Studies, Writing Studies. Admission to the program will be granted based upon undergraduate performance, writing ability, demonstrated commitment to professional goals, and other favorable indicators presented in the portfolio. Students can be admitted under one of the following categories:

Degree Seeking Student

- Full Admission
- Conditional Admission

Non-Degree Seeking Student

To be accepted as non-degree seeking status, students complete the ApplyTexas application, meet the 3.0 GPA status and submit transcripts from all colleges attended.

Advising Requirements

Upon entering the program, the Graduate Coordinator will serve as the students' advisor and will be available to discuss courses, degree plans, thesis/non-thesis options, scholarships, the Comprehensive Exit Examination, and any other matters pertaining to the program. After deciding on thesis or non-thesis option, students will choose their own faculty advisor in consultation with the Graduate Coordinator. The advisor should be a faculty member who can provide direction related to the area of study the student will focus on for thesis or comprehensive exam preparation.

[Check out more information about our faculty and their research on our website.](#)

For matters related to required paperwork and to check your degree progress, two resources are available.

Degree Planner

[Degree Planner](#) is an excellent online resource that you can check anytime to see what you have left to take in your program.

Academic Advisor

The [Academic Advisor](#) for our program is Cindy Sheehy. She is available to work with you and your faculty advisor to make sure you complete all requirements and fill out all required forms.

Cindy Sheehy cindy.sheehy@tamucc.edu

(361)-825-4932 Faculty Center 222

Degree Requirements

The candidate for the English MA degree must complete 36 graduate hours in English with a “B” average and must pass the Written Comprehensive Examination. Credit for no more than one “C” earned at this university may be applied to the degree.*

Thesis Option: Students choosing the thesis option will take 9 hours of core courses (see below), 6 hours in Writing Studies, 6 hours in Literary Studies, 9 hours of English electives, and 6 hours of ENGL 5395 (Thesis), 3 hours in one semester and 3 hours in the following semester.

Non-Thesis Option: Students choosing the non-thesis option will take 9 hours of core courses, 6 hours in Writing Studies, 6 hours in Literary Studies, and 15 hours of English electives. A maximum of 3 credit hours of ENGL 5396 (Individual Study) may count towards the degree.

Part One: Core Requirements

All students must complete the following:

- ENGL 5301 – Theory and Practice 1—Literary Studies
- ENGL 5303 – Theory and Practice 2—Writing Studies
- One of the following Linguistics courses:
 - ENGL 5380 – Seminar in Sociolinguistics
 - ENGL 5381 – Introduction to Linguistics
 - ENGL 5385 – Seminar in Applied Linguistics

Part Two: Writing Studies and Literary Studies

All students must take 6 hours from the following list of Writing Studies courses:

- ENGL 5360 – Writing Assessment
- ENGL 5361 – Basic Writing Theory and Pedagogy
- ENGL 5362 – Digital Rhetoric
- ENGL 5363 – History of Rhetoric

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- ENGL 5366 – Visual Rhetoric
 - ENGL 5369 – Topics and Genres in Rhetoric and Composition
 - ENGL 5375 – Creative Writing
 - ENGL 5376 – Professional Writing
 - ENGL 5392 – Practicum for Composition Instructors: Coastal Bend Writing Project
 - ENGL 5380/5385 – Linguistics (will count when topic is related to Writing Studies; graduate committee approval needed)

All students must take 6 hours from the following list of Literary Studies courses:

- ENGL 5340 – British Literature before 1600
- ENGL 5342 – British Literature 1660 – 1830
- ENGL 5344 – British Literature 1830 – 1900
- ENGL 5346 – American Literature to 1865
- ENGL 5347 – American Literature 1865 – 1940
- ENGL 5348 – American Literature 1945 – Present
- ENGL 5349 – Topics and Genres in Literature

Part Three: Additional Courses for Elective Hours

In addition to the 9 hours of core requirements, 6 hours in Writing Studies, and 6 hours in Literary Studies, students must complete 9 hours of electives (Thesis Option) or 15 hours of electives (Non-Thesis). Any of the courses listed above in Writing Studies and Literary Studies, as well as those listed below may be taken for elective credit hours:*

- ENGL 5380 – Seminar in Sociolinguistics
- ENGL 5381 – Introduction to Linguistics
- ENGL 5385 – Seminar in Applied Linguistics
- ENGL 5396 – Directed Individual Study

* With the approval of the English Graduate Committee, students may take 3 hours in a discipline outside of English as part of his/her elective hours.

Transfer of Credits

In addition to the University's general policy on transfer of credit, the following regulations will apply to the MA in English program: Up to 9 semester hours of graduate-level study may be transferred from other regionally accredited institutions of higher education if appropriate to the degree. No course with a grade of less than a "B," and no course that has counted toward the earning of another graduate degree, will be accepted as transfer credit. Credit that is more than seven years old at the time of graduation will not be counted toward the MA degree.

Exit Requirements

In addition to meeting the university requirement of a 3.0 GPA or greater, candidates for the MA in English must pass one of the following exit requirements:

Thesis option students work with their thesis committee to develop and then defend their thesis in an oral examination; a majority of the thesis committee members must pass the thesis and its defense.

Non-thesis option must pass the Written Comprehensive Exam in either Literary Studies or Writing Studies.

Students should consult with the Graduate Coordinator after taking 12 hours to determine which choice will work best, given their career goals, time constraints and other concerns. After developing an initial plan, students will then work with their faculty members to more fully develop their Thesis or Comprehensive Examination proposals.

Thesis Option

The thesis option may be an appropriate choice for students depending on their long-term scholarly goals, writing skills, targeted doctoral programs, and plans for further specialization. Students considering a thesis should seek the help of the Graduate Coordinator or their faculty mentor as early as possible in selecting appropriate course work. Students may apply to write a thesis after completing 18 hours of coursework. Prior to applying students must write a thesis proposal, so students should begin working on the proposal after completing 12 hours of coursework. Once the proposal is approved and the student is accepted as a thesis candidate, students are expected to work closely with their thesis committee in designing and executing the thesis. The 6 credit hours towards the thesis (ENGL 5395) must be taken (repeated) in two separate and sequential semesters. An oral defense of the thesis will be scheduled at the end of the second semester. If the defense is not completed and passed at that time, the student should meet with the Graduate Coordinator and Thesis Committee Chair, review all of the requirements necessary to complete the thesis work, and develop a plan.

Candidates will submit the thesis according to College of Graduate Studies procedures and submit an approved bound copy of the completed thesis to the English Graduate Coordinator. Prior to that submission, students will work with the School of Graduate Studies and the Graduate Advisor to ensure that their thesis meets the publishing requirements set forth by the university. Pay close attention to the information posted by the College of Graduate Studies related to [Master's Students](#). On this page you will find the guidelines, forms and deadlines related to completing a thesis project.

Proposal for Thesis

Once students have received confirmation about pursuing the thesis track, they need to prepare a thesis proposal in consultation with the English Graduate Coordinator and the faculty member who has agreed to chair the thesis committee. Students should begin to prepare at least one full semester prior to the semester that the proposal will be submitted for approval.

Thesis proposals should be submitted through the Graduate Coordinator to the MA Graduate

Committee **at least one month before the beginning of the semester in which the student plans to begin the thesis course sequence** (6 hours/ENGL 5395 repeated twice) over the course of two semesters). Very often the proposal is negotiated; the Committee may ask for clarification or expansion of specific sections. Students must have received written approval of their proposal before the Academic Advisor can establish a section in which the student may register for thesis hours. If all revisions are completed in a timely fashion and approved by the committee, the student will be able to register on time, but please keep in mind that this process may cause the student to incur a late registration fee.

If the proposal is not accepted by the 13th week of the semester previous to starting thesis hours, the student will be required to switch to the comprehensive exam as their exit requirement.

Forms Required by the College of Graduate Studies

All thesis students must complete the required thesis forms with signatures required by the College of Graduate Studies found on the [Master's Students](#) webpage:

Form A: [Thesis Advisor Committee Appointment Form](#)

Form B: [Preliminary Agreement to Schedule the Thesis Defense](#)

Form C: [Thesis Defense & Written Thesis Report](#)

These forms must be routed for signatures on the College of Graduate Studies [Master's Forms](#) page. Students only need to fill in the names of those who must sign, and any other pertinent information at the top of the forms. Once uploaded to the [link](#) on the College of Graduate Studies site, the forms will be routed through esign for all signatures.

Students should pay close attention to the deadlines for each form as posted on the College of Graduate Studies [Master's Students](#) webpage.

Required Thesis Courses

When students are prepared to begin taking the required thesis courses, based on the approval

of the thesis committee, students and thesis chairs must follow the procedures for setting up a thesis course.

Form Required by the College of Liberal Arts

All thesis students must also complete the required thesis form with signatures required by the College of Liberal Arts:

<https://www.tamucc.edu/liberal-arts/departments/english/assets/documents/graduate-thesis-request-2021.pdf>

Once the graduate coordinator and department chair sign the request form, please forward the form and syllabus to the associate dean's administrative associate (Leigh Anne Gibbon), who will obtain the associate dean's signature and then send it back to the department administrative associate (Christina Maher), who will create the course. The graduate advisor housed in the College of Graduate Studies (Cindy Sheehy), will be copied on the email to the department in order to collect the forms and keep them with the students' records. No courses can be created until the department administrative associate receives the fully signed form back from the Associate Dean. The graduate coordinator will retain copies of this paperwork, since the records in the advisor's office will be spread among the students, as opposed to being kept together by program.

Institutional Review Board

Research that involves working with human subjects (e.g., student writing) must be approved by the Institutional Review Board (IRB). Students should work closely with their thesis committee chair to determine if this approval will be necessary and the steps involved in obtaining it. More information about this process is available on the College of Graduate Studies website at http://research.tamucc.edu/compliance/irb_apply.html.

Recommended Timeline for Thesis

1. Submit an initial draft to the thesis committee by the end of the first 5395 semester. This gives the committee ample time to read the draft carefully over the semester break.
2. For research involving human subjects, expect to follow a different timeline. For theses requiring IRB approval, work with the thesis director to develop an appropriate timeline.
3. Meet with members of the thesis committee in the first week of the second semester of study. They will have many recommendations for revision, from content to sources to organization to writing style. Students should not be alarmed by this. The more input the better at this stage (remember, when faculty read for each other we do the same thing). If committee members disagree, it is up to the chair to indicate what the student should do.
4. Make time for 1-2 more drafts through the second semester.
5. Once the defense is scheduled, submit with required signatures Form B: [Preliminary Agreement to Schedule the Thesis Defense](#) before the graduate college deadline.
6. Work with the Graduate Coordinator and their thesis committee to select a defense date that occurs before the graduate college deadline to submit Form C: [Thesis Defense & Written Thesis Report](#).

Schedule the defense early enough in order to have time to make any required revisions, obtain necessary signatures, and submit the thesis as a condition to be certified for graduation.

Formatting Guidelines for Thesis

Formatting requirements are available from the College of Graduate Study. It is the student's responsibility to get a copy of these guidelines and to adhere to them in preparing and submitting the thesis. Students must submit the final thesis in the correct form into the online system by the deadline set by the graduate college. Make sure to schedule several days to complete this final step so there will be time to handle any unforeseen computer issues.

Non-Thesis Option - Comprehensive Examination

Non-thesis degree candidates must pass the Written Comprehensive Examination to receive their MA degree. The exam measures students' ability to 1) read critically and independently, 2) perform in-depth scholarly review, 3) make links between texts, and 4) write argumentatively at a masters' level. While students receive a solid foundation in both Writing Studies and Literary Studies, they will become more specialized in one of the two areas through independent reading and research in preparation for the comprehensive exam. Students will identify a faculty member to serve as their Exam Director after completing 12 – 18 hours of coursework. With guidance from the Exam Director, students will create a reading list that they will be tested on during their last semester in the program. (See examples of "individualized reading lists" in the Appendices section of the Handbook).

Form Required by the English Department

[Exam List Faculty Review Form](#)

Once students have decided to pursue the non-thesis track, they need to prepare a reading list/proposal in consultation with the faculty mentor who has agreed to direct the exam committee, and the faculty reviewers serving on the committee. Students should begin to prepare at least one full semester prior to the semester that the list/proposal will be submitted for approval.

Reading lists/proposals should be submitted to the Graduate Coordinator **no later than the 10th week of the semester prior to the semester in which the student plans to take the exam.** Very often the list/proposal is negotiated; the Committee may ask for clarification or expansion of specific sections.

If the list/proposal is not approved and submitted by the 10th week of the semester previous to the semester the student plans to take the exam, the student will have to postpone the exam until the following semester. Students must be enrolled during the semester of the exam, so a delay could require the student to take an additional course.

Written Comprehensive Examination: Literary Studies

Part 1: Create an individualized reading list and rationale

Under the direction of the designated Exam Director, the student will create a reading list of approximately 25 texts based on the parameters outlined below (examples of reading lists can be found in the Appendices section in the back of the handbook) that demonstrate depth and breadth in a particular subfield of literary studies. This list and an accompanying 3-4 page rationale that explains the choice of texts and how they are related should be reviewed by two faculty with relevant expertise. The student will submit their list, rationale, and signed faculty approval form to the Graduate Coordinator no later than Week 10 of the semester preceding the semester in which the student plans to take the exam. Once the list and rationale have been approved, the student may continue reading and preparing for the second part of the exit exam.

Parameters for the reading list

- Approximately 25 texts
- No more than five texts can come from former course syllabi (including Capstone project or Thesis)
- Five texts must be theoretical/scholarly
- List must include a variety of literary forms/genres from both pre-1800 and post-1800
- List must be submitted in correct MLA format

Part 2: Written exam

Examinations will be offered during the Fall and Spring semesters only, and are usually scheduled during the 10th week of classes. The exam director will develop two questions and the faculty reviewers serving on the committee will review the questions. The questions will be submitted to the Graduate Coordinator one week before the exam. Students will select one prompt and respond in essay form (no more than eight pages) on a take-home basis.

Written Comprehensive Examination: Writing Studies

Part 1: Create an individualized exam reading list and annotated bibliography

With guidance by the Exam Director, the student will create a reading list of approximately 25 texts based on the parameters outlined below (see examples of reading lists in the Appendices section in the back of the handbook) that demonstrate focus in a subfield of writing studies. The student will create an annotated bibliography with an integrative, synthesizing introduction of these texts that explains why they were chosen and how they interrelate to explain the subfield. This bibliography and introduction will be approved by the exam committee. The approved bibliography, introduction, and approval form will be submitted to the Graduate Coordinator by the 10th week of the semester prior to the semester in which the student plans to take the exam. An example of this annotated bibliography assignment is available on the MA English website; we will use the CompPile Research Bibliographies as a model: <http://comppile.org/wpa/bibliographies/index.php>.

Parameters for the reading list

- Approximately 25 texts
- No more than five texts can come from former course syllabi
- Reading lists should pertain to a recognized subfield, not a highly specialized topic (e.g.; an appropriate focus might be “writing centers” but not “racism in writing centers”);
- Some historical sources, key figures in the subfield, and recent questions or publications should be represented;
- List must be submitted in correct APA or MLA form.

Part 2: Written exam

Examinations will be offered during the Fall and Spring semesters only, and are usually scheduled during the 10th week of classes. The exam director will develop two questions and the faculty reviewers serving on the committee will review the questions. The questions will be submitted to the Graduate Coordinator one week before the exam. Students will select one prompt and respond in essay form (no more than eight pages) on a take-home basis.

Exam Policies for Both Literary and Writing Studies

- Students must be registered for one course offered in the program during the semester in which they take the examination.
- Students will take the examination no earlier than the semester they expect to graduate, with the exception of August graduates, who will take the examinations in the spring.
- No collaboration is allowed during the weekend that students are writing the exam.
- Essays must be word-processed and in MLA format (APA is also acceptable for the Writing Studies Examination).
- The exam period begins Friday at noon and ends Monday at noon.

Grading of Exam

- The Exam Committee consists of Writing Studies, Literary Studies, and Linguistics specialists, who serve on a two-year basis.
- The essays are graded through a blind review process with a rubric.
- See rubric used to evaluate student exams in Appendices section of the handbook.
- The graduate coordinator notifies the candidates of their results via email approximately one week after the exam.
- If a student fails to pass the exam, he/she may retake the failed exam(s) once during the next regularly scheduled exam cycle. Further retakes are permitted only through written application to the English Graduate Committee.

Appeal Process

A student who believes that he or she has not been held to appropriate academic standards, has not been granted equitable evaluation procedures, or has been failed unreasonably may appeal the exam outcome. In such situations, it is incumbent upon the student to demonstrate the appropriateness of the appeal. The decision process in any appeal taken beyond the level of the Examination Committee may extend into the

subsequent semester. The timetable and steps for the appeal process are described below.

Steps in the Exam Appeal Process

Because disputes of this nature are often the result of misunderstanding, the student is encouraged first to discuss the matter with the chair of the Exam Committee. In those instances in which the student's questions are not resolved at this level, the formal appeal process may be implemented by presenting a written grievance to the Exam Committee within fifteen calendar days of notification of the exam outcome. Within ten calendar days after receiving the written grievance, the Exam Committee will either sustain the original decision or make a change and notify the student in writing or by e-mail regarding this action. If the Exam Committee does not act within this period or if the student is not satisfied by the Exam Committee's action, the student has ten calendar days to appeal in writing to the next level. Subsequent steps in the appeal process will be first to the English Graduate Committee and then to the Chair of the Department, each of which will have ten calendar days to act. Any further appeals will be made in accordance with the procedures for student grade appeals.

Advice for Students

- Plan Ahead! You should begin meeting regularly with your Exam Director. By the time your reading list and rationale have been approved by the Graduate Committee you should already be familiar with many of the texts on your list so that you can read/re-read and begin making connections between them from which to draw ideas and conclusions in the Written Comprehensive Exam.
- When you take the exam, read the prompt you decide to respond to very carefully, noting any separate parts. The Exam Committee expects your essay to address all elements of the question.
- The Exam Committee is primarily looking for a well-argued, well-constructed essay that demonstrates your knowledge of each of the works on your list, but also how they complicate as well as resolve issues and problems central to your exam emphasis. Try not to confuse quantity of facts with quality of the focus of the essay in the heat of the moment. Never lose sight of the fact that a successful essay will have a clear thesis that is then supported and illustrated throughout.
- Try to ensure that your own authorial voice is clearly heard and that you don't allow your scholarly/theoretical sources to write too much of the essay for you. When you quote one of these sources, make sure you unpack it for your reading audience and link it back to the idea you are advancing. Quotations are great, but only in small doses. Be selective!
- You are not expected to work with texts that are not included on your list.
- Follow the instructions provided on the exam.

Suggested Study Plan for the Semester You Take the Exam

Week 3 - review of the independent reading over works on your list

Week 5 - in-depth scholarly review and making connections between works on your list

Week 7 - oral responses to random questions that may come up due to the works on your list

Week 9 - writing argumentatively and possible outlines to various questions that may be posed to you

Week 10 – Exam

Curriculum

Course Delivery

- Courses are offered in the late afternoon or evening hours in order to accommodate the busy lives of graduate students.
- Most courses are face-to-face, with an occasional blended or online offering.
- Limited offerings are available during summer semesters.

[Find information about courses in the online graduate catalog.](#)

[Find the current course rotation on our website](#)

Directed Individual Studies

Under special circumstances, students may request a Directed Individual Studies (DIS) course (ENGL 5396). A student must identify a faculty member willing to offer a DIS. All DIS proposals must be approved by the English Graduate Committee **by the end of the semester prior** to the semester during which the student will register.

Students will be asked to define their area or subject of study, outline objectives and Student Learning Outcomes (SLOs), and detail the method of evaluation (what kinds of writing assignments will be produced). A working bibliography is required. The English Graduate Committee typically does not approve 3-hour DIS proposals when the content is covered in regularly scheduled seminars.

Students may apply one DIS (ENGL 5396) toward their graduate degree. (It will be counted in the elective section of the degree plan.)

Students who have completed their course work but do not pass the comprehensive

examination have the option of enrolling in a 1-hour DIS (ENGL 5396, credit/no credit,) for the purpose of preparing for the exam retake during a subsequent semester. Students must identify a faculty member to direct the study, and they must submit a syllabus to the graduate committee prior to the semester in which they plan to take the 1-hour DIS. The course must be taken during the semester the student plans to retake the exam. Students may only use this workshop option once while in the program, and it does not count toward the degree requirements.

Policies/Procedures

Incompletes

Under special circumstances, students may apply for an incomplete at the end of a semester. The student must initiate this procedure, not the professor. An incomplete notation may be given to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student's control other than lack of time. The missing materials must be turned in by the end of the next long semester; however, we strongly urge that students complete the work over the semester break. Trying to finish an incomplete while simultaneously fulfilling the requirements of 2-3 new courses can be an onerous burden. If the student fails to complete the assignment(s) or forgets about the deadline altogether, the grade is automatically changed from an "I" to the letter grade previously determined by the professor.

Credit/No Credit

Students may apply a total of 6 semester hours of credit/no credit to their degree plan. Only a few graduate courses are graded this way: ENGL 5396 (DIS) and your thesis work (ENGL 5395).

Graduation

Please be sure to apply for graduation online through your S.A.I.L account. Information regarding the graduation application deadlines and fees can be found online at http://registrar.tamucc.edu/Degrees_and_graduation/Apply_for_grad.html.

Student Travel

The English Department encourages graduate students to present at professional disciplinary conferences; however, funding is very limited. Students whose work has been accepted for presentation are eligible to request travel funding. Those students must work with a supervising faculty member to both arrange travel funding and draft and practice their presentation. **Check with the English Department Administrative Assistant before starting any travel procedures, as some of the information listed here may have changed!**

Get Approval from English Chair

As soon as they hear of their acceptance to present at a conference, students should, in consultation with the faculty sponsor (the instructor who supervised the writing of the work to be presented), prepare an email to the English Chair outlining their travel budget. The memo must include:

- Title of the student's presentation
 - Title of the conference, scope of the conference (national, international, regional, etc.)
 - Travel dates and city
 - Estimates for airline tickets/rental car, food, registration, and hotel
- The acceptance letter/notice from must be attached to the email.
-

Get Faculty Support

The faculty sponsor should then write a short memo endorsing the student's application, including information about the student's status (graduate) and course for which the work was created. These two memos should go to the English Department Chair, who will determine if funds are available to support the trip. If funds are available, the English Department will support student travel for the academic year for those who are presenting.

Work with an Administrative Assistant

Once funding is secured, the chair will email students, faculty mentors, and the appropriate administrative assistant who will manage the travel process. Students are responsible for working with an administrative assistant to get all travel documents arranged *before* they incur any expenses, or they may not receive reimbursement.

Students who are employees of the university must request a CONCUR account (at “Single Sign On” at <http://hr.tamucc.edu/>) and must designate Becky Flores as their delegate. Once the travel is prepared, students must approve the authorization request to get it through the approval process before travel begins. Students who are not employees will be given further instruction by the chair.

Credit Card Warning

Students should be aware that most hotel chains and car rental agencies require a credit card to check in or get a car. If this is a debit card, a large charge may be placed on the card. If you do not have a credit card or sufficient funds, please talk to the administrative assistant with whom you are working or your faculty mentor for options.

Reimbursement of Expenses

Students must follow all state/university travel policies and must turn in all travel receipts no later than two days after their return to the administrative assistant with whom they worked. It may take a week or several weeks to get the reimbursement processed. No expenses will be reimbursed until travel is completed and all documents submitted.

If Conflicts Arise . . .

While our classes should be sites of learning, collegiality, and trust, there are occasions when this atmosphere may break down. Students might find themselves in such a situation, either as a student in a graduate course, as a grader for sophomore literature, or as a teacher in a composition course. Remember, a third party should not *interfere* in a student-teacher relationship, but there are ways that problems can be *mediated*. Here are guidelines for faculty and students to follow:

For a course-related situation between a graduate student and a faculty member If a student and his/her teacher cannot resolve a problem, the issue should be taken to the Department Chair.

For a course-related situation between students in a First-Year Writing Course Conflicts between students should be resolved by the Teaching Assistant. If that fails, the conflict should be mediated by the Coordinator of the First Year Writing Program. Do not ask other students or other teachers to become involved.

For a course-related situation between Teaching Assistant and his/her student(s) These conflicts should be mediated by the Coordinator of the First-Year Writing Program. If a Teaching Assistant is approached by a student who is having problems with another teacher, advise the students to try to resolve it with their own teacher and, if that fails, to go to the Coordinator of the First- Year Writing Program. Under no circumstances should one professor try to mediate the student/teacher conflict of another teacher. This is true whether the teachers involved are teaching assistants, adjuncts, or tenure-line faculty.

For a conflict between graduate student and supervisor

Conflicts between a TA and the Coordinator of the First-Year Writing Program or between a grader and the sophomore literature instructor should be resolved by the Department Chair.

In other work-related capacities

If you are serving in a capacity with some other on-campus office such as the Writing Center, Intercollegiate Athletics, or Information Services, you should follow the conflict resolution procedures governing that office.

Sources of Financial Support

Graduate Assistantships

Applications for these positions are submitted to the English Graduate Coordinator. Please find the form on the department website or contact the Graduate Coordinator. They are **due by April 15** for the coming school year.

The English Graduate Program has available a limited number of assistantships for first-year graduate students. Awards are made on the basis of the applicant's academic record, financial need, and demonstrated skills that pertain to the various graduate assistantships. These half-time positions (20 hours a week) pay \$1200 a month, with benefits, during the academic year (fall and spring semesters).

[Applications are available on our website.](#)

Requirements

As a prospective English GA, you must meet the following requirements:

- You must have completed all university requirements for admission to the graduate program (submitted official application, paid the mandatory fee, sent official transcripts confirming a BA or BS).
- You must have submitted a complete admissions portfolio via the Graduate Studies Office to the English Graduate Program (including a letter of application, academic writing sample, and three letters of recommendation).
- You must complete the form and send it directly to the Graduate Coordinator.
- Please find the form on the department website or contact the Graduate Coordinator.
- You must enroll in and successfully complete at least 6 credits hours of English graduate courses each semester.

Assistantship Duties

Graduate Assistants will work 20 hours a week in one of three capacities: as tutors in the CASA Writing Center, as graders in sophomore literature classes, as research or editorial assistants for faculty in the English department.

Selection of GAs

The English Graduate Committee will review your completed application and notify you of its decision.

Graduate Teaching Assistantships

English MA students in their second year of study have the opportunity to teach in the First- Year Writing Program as Teaching Assistants. To be eligible students must have completed 18 graduate credit hours in English, including ENGL 5301, ENGL 5303, and one seminar in the ENGL 5360-69 sequence. In addition, students must have a 3.5 GPA at the time they begin teaching and must complete ENGL 5392 Practicum for Composition Instructors during the summer before the teaching period commences. The course is offered during each Summer II session.

Positions involve teaching one to two sections of English Composition each long semester (two sections are considered half-time and include benefits). To extend a teaching assistantship into a second year, students must 1) remain a student in the program, and 2) apply for an extension by the application deadline, and 3) demonstrate successful teaching and professional development during your first year of appointment. Applications for new and extended positions are **due by March 1st** for the coming school year. Teaching assistants are expected to enroll in 6 seminar hours each semester of appointment (this is to help enrich our courses with your second-year and teaching experience, as well as help you with content and methodology as you teach). Application forms can be found on the department website. You may also ask the Graduate Coordinator for the forms.

Eligibility Requirements

As a prospective English TA, you must meet the following requirements:

- You must be officially admitted to the MA/English program (earned BA or BS; all required paperwork completed).
- You must have and maintain a **3.5 GPA** and be a student in good standing.
- You must have earned **18 semester hours** in the MA English program before the fall semester in which you will begin teaching, and completed **English 5301, 5303, 5392**, and **one course in the 5360-69 sequence**. Another English graduate course in Linguistics or Professional Writing may be substituted for a course in the 5360-9 sequence only with written approval of the English Graduate Coordinator.

Duties

You may teach between two and four sections of ENGL 1302 per nine-month appointment (no more than 2 per semester). When you teach two courses in any semester, you are eligible for benefits during that semester, although there is a 90-day waiting period. All benefits questions must be addressed to Human Resources.

Supervision

English TAs will be supervised, mentored, and evaluated by the FYWP Coordinator in accordance with University guidelines. TAs will be evaluated during each semester of their employment, and continued employment will depend on:

- Earning successful student evaluations of their teaching,
- Participating in weekly meetings with their learning community,
- Meeting with the FYWP coordinator, being observed, and reflecting on their teaching,
- Responding in a timely fashion to various deadlines/responsibilities, including turning in syllabi and curriculum vitae (academic resume), and posting midterm and final grades,
- Attending retreats and professional development events, when possible.

Conditions of Employment

- TAs must successfully complete ENGL 5392 (Practicum for Composition Instructors) or other course designated by the department and demonstrate an aptitude and preparation for teaching FY composition, including building and maintaining a website for their courses.
- They must enroll in at least six (6) semester credit hours (SCH) of English graduate classes while teaching. They must successfully complete at least 12 SCH during each year of your appointment, and they must maintain a 3.5 GPA.
- Normally, a teaching assistantship appointment is for one academic year. Students must re-apply to continue the assistantship, although they do not have to put together a complete application. Second-year positions depend on enrollments.
- TAs teaching in the FYWP will receive \$2700 per course.

Selection of TAs

You may find the application and recommendation forms on the department website, or you may contact the Graduate Coordinator to ask for the forms. The English Graduate Committee will review your completed application and will select candidates to train for duties in the FYWP.

*Students admitted into the MA in English program in a spring semester may apply without completing ENGL 5301 provided they meet all other eligibility requirements. Such students, if accepted as TAs, must complete ENGL 5301 during the first semester of their teaching appointment.

Other Employment

Part-time graders for Sophomore-level core literature sections are always needed. Arrangements are made through individual faculty members teaching those survey courses. The Core Literature Coordinator, and the Graduate Program Coordinator will help liaison between you and faculty members. Very often, graders are hired at the last minute, since sections must reach an enrollment of 50 to receive a grader.

When funding is available, the Writing Center in the Center for Academic Student Achievement (Located in the Glasscock Student Success Center) employs graduate students as English tutors in the Writing Center. For more information contact Dr. Noelle Ballmer at 825-2254 or noelle.ballmer@tamucc.edu.

Other sources of support include Intercollegiate Athletics, the library and individual faculty members who have received grants to hire student assistants. Make sure to let the Graduate Coordinator know that you are seeking a position as we often get information from other offices and programs about open positions.

Student Development

Professional Organizations

An important aspect of a graduate and professional experience is collegiality, or working with peers. The following organizations provide opportunities for such experiences:

The English Club

The English Club is a collective group of graduate and undergraduate English students that organizes events on and off campus.

Sigma Tau Delta: English Honors Society

Sigma Tau Delta is an international English honor society to confer distinction for high achievement in undergraduate, graduate, and professional studies.

Advisor: Dr. Jennifer Sorensen, 825-3002

jennifer.sorensen@tamucc.edu

Islander Creative Writers

Advisor: Dr. Robin Carstensen, 361-825-3627

robin.carstensen@tamucc.edu

Conference Presentations

Graduate faculty mentor students to further develop student work begun as a class project, often working with students to prepare their work for conference presentations. Graduate students with creative writing publications also regularly present at conferences organized by creative writing faculty that draw major authors. Students in the program have also published in their second year in various peer reviewed journals.

The College of Liberal Arts hosts a graduate symposium annually. Faculty mentor students and help them prepare to submit a proposal to the conference, and then present upon acceptance. Faculty notify students of other conference opportunities, and students can apply for travel funding.

Opportunities for Publication

Switchgrass Review and Windward Review

Publication highlighting Art and Literature from the University and Civic Communities.

Editor: Dr. Robin Carstensen, 361-825-3627

robin.carstensen@tamucc.edu

Island Waves: University student newspaper

<http://islandwaves.tamucc.edu/> 361-825-5862

editor-in-chief.islandwaves@tamucc.edu

Faculty mentor students in finding other sources for possible publication of outstanding work students have developed in their courses.

Frequently Asked Questions

How many students are accepted each year?

Since its inception in 1993, between 10 and 20 students have been accepted into the program each year.

What is the normal course load?

While the University defines full-time as 9 credit hours, or 3 courses, per long semester, most of our students also work, so we encourage them to take a maximum of 6 credit hours during a long semester. Taking more than 6 hours during a summer session requires advisor or program coordinator approval.

How long will it take me to complete my degree?

Usually it takes two school years, with one summer (for full-time progress) or two summers (taking 6 hours per long semester).

How large are the seminars?

Courses usually have 10-15 students. Elective courses may be smaller.

What is the atmosphere of the department?

Here is how some current students and alumni describe it:

- "Everybody in the English program has been very supportive."
- "The English faculty are an exception to the long tradition of departments that espouse an attitude toward students of 'us versus them.'"
- "The English faculty rarely treated me as only a student; they reinforced the idea that I and others in the program were to be future colleagues and we were treated as such."
- "I have enjoyed my classes and am very impressed by the openness and approachable nature of our faculty."

What are the program's strengths?

Ask our alumni!

- I graduated from the English MA program in 2019. The classes I took helped me develop a skill set that I use every day in my career. These skills include grant writing, analytical skills, proposal writing, research, and improved writing/communication skills. In addition to developing practical skills, the program helped me cultivate a broader worldview with critical thinking practice based in a variety of schools of thought. Many of the faculty take an interdisciplinary approach to achieving the learning outcomes outlined in the program and individual courses, which leads to a more holistic, overall liberal arts education. The ability to approach problems from multiple angles is critical for liberal arts majors entering various roles in the world. The program is also fun and interesting, with many opportunities to be involved on campus in organizations and activities that enrich the overall experience.
- The English Master's program provided hands-on experience in how writing is a flexible communication tool through variable coursework in writing, literary, and linguistic studies. My writing studies classes promoted my understanding of how writing is processed and interpreted by the intended and unintended audience. I now have a firmer grasp on how language is conveyed and can likewise more efficiently and effectively tailor my texts. My literary coursework sharpened my awareness of information-bias and evidence-finding when conducting textual research. I utilized these skills throughout my thesis work as I explored historical, fiction, and non-fiction scholarship both nationally and internationally. Finally, my linguistic coursework introduced me to how the nuances of the written language impacts the distribution of information. Regardless of my career, I need to be aware of how semantic and pragmatic cues assist with communicating to both English speaking natives and English Language Learners. All these experiences have opened different career opportunities beyond academia for me. The completion of my Masters of English degree, with a writing track emphasis, has brought me closer to a career in either healthcare administration or the federal government.
- Writing does not exist in a vacuum. The English Master's program at Texas A&M University-Corpus Christi broadened my skills to how versatile writing is, alongside my literary

and linguistic analysis coursework. I entered the program, initially, to hone my creative and technical writing abilities for future employment in healthcare administration. Previously, I found that my scientific programs focused heavily on scientific techniques, and less on manuscript preparation, audience limitations, and general writing how-to (think publish or perish). The completion of my English Master's degree, along with my supplemental graduate healthcare administration coursework, will assist me in bridging the informational gap between clinicians and patients when it comes to health literacy. Additionally, the program's faculty encouraged me to consider career avenues beyond academia and the public sector. My English Master's has prepared me to organize, synthesize, and prepare complex written documents under tight and competing deadlines, which has made me a strong candidate for federal employment. I am currently waiting to hear the final selection process with several agencies as an analyst or information specialist. While my educational trajectory has been varied, the English Master's program at Texas A&M University-Corpus Christi has been the best decision I made for myself in trailblazing a new path towards a scientific-writing-public service career.

Samples and Checklist

Degree Plan: Non-Thesis Option

■ Degree in Master of Arts			Credits Required:	36
Unmet conditions for this set of requirements:			Credits Applied:	0
☐ PRELIMINARY DEGREE PLAN APPROVAL				
☐ OFFICIAL DEGREE PLAN				
■ Major in English, MA			Credits Required:	36
Your GPA is 0.000; a GPA of 3.0 is required			Credits Applied:	0
Unmet conditions for this set of requirements:				
Minimum GPA unsatisfied				
36 credits are required. You currently have 0, you still need 36 more credits.				
Your GPA is 0.000; a GPA of 3.0 is required				
☐ CORE REQUIREMENTS (9 Credits)				
☐ Theory & Practice I: Literary Studies		Still Needed:	1 Class in ENGL 5301	
☐ Theory & Practice II: Writing Studies		Still Needed:	1 Class in ENGL 5303	
☐ Sociolinguistics, Intro to Linguistics, or Applied Ling.		Still Needed:	1 Class in ENGL 5380 or 5381 or 5385	
☐ WRITING & LITERARY STUDIES (12 CREDITS)				
Students are encouraged to take at least one American literature course to help prepare for the exit exam which will include readings from both fields of study				
☐ Writing Studies		Still Needed:	2 Classes in ENGL 5360 or 5361 or 5362 or 5363 or 5369 or 5375 or 5376 or 5377 or 5380 or 5385 or 5392	
☐ Literary Studies		Still Needed:	2 Classes in ENGL 5340 or 5342 or 5343 or 5344 or 5346 or 5347 or 5348 or 5349	
☐ NON-THESIS OPTION (15 Credits)				
Degree Plan has defaulted to Non-Thesis Option Email gradcollege@tamucc.edu to select a different track. Track options are Thesis or Non-Thesis				
☐ Electives		Still Needed:	15 Credits in ENGL 5380 or 5381 or 5396 or 5360 or 5361 or 5362 or 5363 or 5367 or 5369 or 5375 or 5376 or 5377 or 5385 or 5392 or 5340 or 5342 or 5343 or 5344 or 5346 or 5347 or 5348 or 5349	

Sample from <https://degreeplanner.tamucc.edu/>

Degree Plan: Thesis Option

Major in English, MA						Credits Required:	36
Unmet conditions for this set of requirements:						Credits Applied:	27
Your GPA is 4.000; a GPA of 3.0 is required							
CORE REQUIREMENTS (9 Credits)							
Theory & Practice I: Literary Studies		ENGL 5301	THEORY & PRAC I: LIT STUDIES	A	3	Fall 2020	
Theory & Practice II: Writing Studies		ENGL 5303	THEORY & PRAC II: WRIT STUDIES	A	3	Spring 2021	
Sociolinguistics, Intro to Linguistics, or Applied Ling.		ENGL 5385	SEMINAR IN APPLIED LINGUISTICS	ENR	(3)	Fall 2021	
WRITING & LITERARY STUDIES (12 CREDITS)							
Students are encouraged to take at least one American literature course to help prepare for the exit exam which will include readings from both fields of study							
Writing Studies		ENGL 5369	TOPICS-GENRES IN RHET-COMP	A	3	Sum I 2021	
		ENGL 5375	CREATIVE WRITING	A	3	Spring 2021	
Literary Studies		ENGL 5344	BRITISH LITERATURE 1830-1900	ENR	(3)	Fall 2021	
		ENGL 5349	TOPICS-GENRES IN LITERATURE	A	3	Fall 2020	
THESIS OPTION (15 CREDITS)							
With approval of the English Graduate Committee, 3 hours outside English may be applied as part of elective hours.							
Thesis		ENGL 5395	THESIS	ENR	(3)	Fall 2021	
		Still Needed:	3 more Credits				
		ENGL 5392	PRACTICUM FOR COMP INSTRUCTOR	ENR	(3)	Sum II 2021	
Electives		Still Needed:	6 Credits in ENGL 5380 or 5381 or 5667 or 5396 or 5360 or 5361 or 5362 or 5363 or 5369 or 5375 or 5376 or 5377 or 5385 or 5340 or 5342 or 5343 or 5344 or 5346 or 5347 or 5348 or 5349				

Sample from <https://degreeplanner.tamucc.edu/>

Three Examples of Individualized Reading Lists

Example 1: Literary Studies

Exam Area: Space and American Literature

Key terms: Urban, Domestic, Identity Politics

Primary Texts

Danielewski, Mark Z. *House of Leaves*

Viramontes, Helena María. *Their Dogs Came with Them*

Hawthorne, Nathaniel. *The Scarlet Letter*

Hurston, Zora Neale. *Their Eyes Were Watching God*

Millhauser, Steven. *Martin Dressler: The Tale of an American Dreamer*;

Robinson, Marilynne. *Housekeeping*

Smiley, Jane. *A Thousand Acres*

Brown, Charles Brockden. *Edgar Huntly* Pynchon,

Thomas. *The Crying of Lot 49*

O'Neill, Eugene. *Long Day's Journey into Night*

Poe, Edgar Allan. "The Fall of the House of Usher"

DeLillo, Don. *White Noise*

Wharton, Edith. *The Age of Innocence*

Whitman, Walt "Song of Myself" West,

Nathanael *The Day of the Locust* Tobar,

Héctor. *The Tattooed Soldier*

de las Casas, Bartolomé. *The Very Brief Relation of the Devastation of the Indies*

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

Wheatley, Phillis "Selected Poems"

Rowlandson, Mary. *A Narrative of the Captivity and Restoration of Mrs. Mary*

Rowlandson

Secondary/Theoretical Texts

de Certeau, Michel. *The Practice of Everyday Life*, selections

Lefebvre, Henri. "The Right to the City"

Harvey, David. *Postmodern Geographies*, selections Kern,

Stephen. *The Culture of Time and Space*, selections Kaplan,

Amy. "Manifest Domesticity"

Freud, Sigmund. "The Uncanny"

Parameters:

25 texts +

No more than 5 from former coursework 5+

are theoretical/scholarly

Pre 18th: Rowlandson, Wheatley, Equiano, de las Casas, Brown

Example 2: Literary Studies

Exam Area: British Empire

Key terms: Gender, Race, Travel

Primary Texts

Austen, Jane. *Mansfield Park*

Achebe, Chinua. *Things Fall Apart*

Adichie, Chimamanda. *Purple Hibiscus*

Bennett, Louise. "Colonization in Reverse"

Bronte, Charlotte. *Jane Eyre*

Conrad, Joseph. *Heart of Darkness*

Coetzee, J.M. *Foe*

DeFoe, Daniel. *Robinson Crusoe*

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

Haggard, J. Rider. *King Solomon's Mines*

Johnson, Linton Kwesi. "It Nuh Funny," "Inglan is A Bitch," "If I Waz a Tap Natch Poet"

Kareishi, Hanif. *The Buddha of Suburbia*

More, Thomas. *Utopia*

Rhys, Jean. *Wide Sargasso Sea*

Roy, Arundhati. *The God of Small*

Things Rushdie, Salman. *Midnight's*

Children Selvon, Samuel. *Lonely*

Londoners Shakespeare, William. *The*

Tempest Swift, Jonathan. *Gulliver's*

Travels

Walcott, Derek. "A Far Cry from Africa"

Secondary/Theoretical Texts

Achebe, Chinua. "An Image in Africa: Racism in Conrad's 'Heart of Darkness'"

Clifford. "Travelling Cultures"

Levine, Philippa. *From Gender and Empire*

Sharpe, Jenny. *From Allegories of Empire*

Said. *From Culture and Imperialism*

Thiong'o, Ngũgĩ wa. *From Decolonizing the Mind*.

Parameters:

25 texts +

No more than 5 from former
coursework 5+ are
theoretical/scholarly

Pre 18th: More, Shakespeare, DeFoe, Equiano, Swift

Example 3: Writing Studies

Example Exam Area: "Writing Across the Curriculum / Writing in the Disciplines (WAC/WID): Activity, Genre, and Using Writing in Disciplinary Contexts"

Key Terms / Concepts: Rhetoric, Cultural-Historical Activity Theory, Genre, Learning

Books

- Pink, D. (2006). *A whole new mind*.
- Ambrose, S. et al. (2010). *How learning works*.
- Adler-Kassner and Wardle. (2015). *Naming what we know: Threshold concepts of writing studies*.
- Yancey, Robertson, and Taczak. (2014). *Writing across contexts*.
- Russell, D. (1991). *Writing in the academic disciplines, 1870-1990: A curricular history*.
- Melzer, D. (2009). *Writing assignments across the curriculum: A national study of college writing*.
- Thaiss, C. and Zawacki, T. (2006). *Engaged writers and dynamic disciplines: Research on the academic writing life*.
- Beaufort, A. (2007). *College writing and beyond: A new framework for university writing instruction*.
- Bean, J. (2011). *Engaging ideas*.
- Bazerman, C. et al. (2005). *Reference guide to writing across the curriculum*.

Articles in Edited Collections: The following texts are examples of recent edited collections. In consultation with Writing Studies faculty, students will identify appropriate / relevant essays from these for their reading list.

- Bazerman, C. and Russell D. eds. (1994). *Landmark essays on writing across the curriculum*.
- Bazerman and Russell, eds. (2003). *Writing Selves / Writing Societies*.
- Doreen Starke-Meyerring, Anthony Paré, Natasha Artemeva, Miriam Horne, and Larissa Yousoubova. Eds. (2011). *Writing in knowledge societies*.
- Zawacki, T. and Cox, M. eds. (2014). *WAC and Second-Language Writers: Research towards linguistically and culturally inclusive programs and practice*.
- Bazerman, Charles; Adair Bonini; Debora Figueiredo (Eds.), *Genre in a changing world*
- McLeod, Susan H.; Eric Miraglia; Margot Soven; Christopher Thaiss (Eds.). (2001). *WAC for the new millennium: Strategies for continuing writing-across-the-curriculum programs*

Articles from Scholarly Journals

Students, in consultation with Writing Studies faculty, could also be selecting relevant / appropriate articles from relevant scholarly journals, not only from Writing Studies but from disciplinary journals that publish articles on discipline- specific pedagogy.

Relevant Web Resources:

- CompPile <http://comppile.org>
- WAC Clearinghouse <http://wac.colostate.edu>

Student Checklist

Coursework Requirements

- ___ ENGL 5301: Theory and Practice 1: Literary Studies (Fall, first year in program)
- ___ ENGL 5303: Theory and Practice 2: Writing Studies (Spring, first year in program)
- ___ 3 hours in Linguistics
- ___ 6 hours in Writing Studies
- ___ 6 hours in Literary Studies
- ___ 15 hours (or 9 for Thesis) Electives

Thesis Requirement

- ___ Thesis Director and Committee selected
- ___ Proposal completed in consultation with Committee and submitted to the Graduate Coordinator
- ___ Thesis Request Form and Thesis Committee Form completed and submitted to Graduate Coordinator
- ___ Notification of approval or request for revisions by Graduate Committee
- ___ Registration for two semesters of ENGL 5395 completed
- ___ Thesis drafted and circulated among committee for feedback throughout the two semesters of 5395
- ___ Thesis defense scheduled (contact Graduate Coordinator to coordinate) and CGS agreement form completed
- ___ Successful defense of thesis completed
- ___ Recommended revisions completed
 - Properly formatted thesis according to the College of Graduate Studies requirements
 - Thesis submitted to ProQuest
 - Copy of submission receipt submitted to Graduate Advisor for degree certification
 - Copy for Department of English submitted to the Graduate Coordinator

Written Comprehensive Exam: Literary Studies

- Exam Director and Faculty Reviewers in place
- Approved Reading List, Rationale, and Review Form submitted to Graduate Coordinator (no later than week 13 of semester preceding exam)
- Registered for exam (Exam Registration Form submitted to Graduate Coordinator)
- Successful completion of Written Comprehensive Exam (final long semester of program)

Written Comprehensive Exam: Writing Studies

- _____ Exam Director and Faculty Reviewers in place
- _____ Approved Reading List, Annotated Bibliography (with Introduction), and Review Form to Graduate Coordinator (no later than week 13 of semester preceding exam)
- _____ Register for exam (Exam Registration Form submitted to Graduate Coordinator)
- _____ Successful completion of Written Comprehensive Exam (final long semester of program)

Graduation

- _____ Register for graduation on SAIL; diploma ordered
- _____ Completed degree plan
- _____ Confirmation with Graduate Advisor that degree plan is complete and filed
- _____ Regalia ordered through bookstore
- _____ RSVP for Hooding Ceremony with Graduate Coordinator