



# Mississippi College

A CHRISTIAN UNIVERSITY

Department of English

Graduate Guide

2018-2019

## WELCOME

The English Department at Mississippi College is pleased to welcome you to its graduate studies program. Be assured that you are a valued colleague in our joint effort to pursue what Matthew Arnold calls the “best that has been thought and said in the world.” Your studies here will ideally continue your ascending movement into new levels of scholarship. We hope that your experience provides you with enrichment in great reading and scholarship and with a sense of community among your fellow students and faculty. To those ends, the following material is designed to acquaint you with some of the basics of our program and to help ensure that your plan of studies is both successful and rewarding.

Dr. Jonathan Randle (Jennings 300, 601-925-3269, [randle@mc.edu](mailto:randle@mc.edu)) is the director of graduate studies for the English department and serves as advisor for the Master of Arts (MA) in English, the Master of Education in English (MEd), and the Master of Liberal Studies (MLS). The Graduate Office (Nelson 202, 601-925-3225) is your expert source of advice and a friendly place to visit as well. You may contact them directly or work through your departmental graduate advisor.

## I. MISSION

The English department offers programs leading to a Master of Arts (MA) in English, a Master of Education (MED) in English, and a Master of Liberal Studies (MLS). As the undergraduate English program trains students in the communication and interpretation of ideas, the graduate program fosters mastery in the professions of scholarship and teaching by deepening students’ literary knowledge and enhancing their facility in written and oral communication.

Graduate studies in English reflect Mississippi College’s goal of advancing the genuine well-being of our community and promoting Christian values. The department faculty is committed to excellence in preparing graduate students not only for the usual career goals of college or secondary school teaching but also for other fields which value the critical thinking and communication skills provided by graduate study in English. These may include positions in publishing, advertising, public relations, program development, administration, and technical writing, to name a few.

Within the School of Humanities and Social Sciences, these graduate programs reflect the broad liberal arts tradition that seeks to inspire, liberate, and transform by promoting knowledge of the best that has been thought and said in the world.

## II. THE BASICS

The Graduate Catalog, published annually and accessible via the MC website (<http://catalog.mc.edu/>), provides the most current information about your program; you should read it carefully and be aware that this department guide supplements the catalog and does not replace it. This department guide concentrates on information applicable to English graduate students in particular. Be sure to check MC's website for general information about items such as student ID cards, withdrawal policy, transfer credit, incomplete grades, and other campus-wide material pertaining to all graduate students. Another important source of current information is the Graduate Studies section of the MC website (<http://www.mc.edu/academics/graduate/>), where you will find links to various forms and a helpful list of Frequently Asked Questions.

Whichever program you choose, plan on working closely with your graduate advisor. Before your graduate coursework begins, schedule an initial meeting with your advisor to ensure that you have a completed status sheet on file. This meeting should be before the end of the first week of classes in your first semester. The status sheet is a summary—in graphic form—of the Graduate Catalog's listing of requirements for your program and serves as an ongoing guide that will be updated as you complete each semester (see the blank status sheet at the end of this guide; copies are also available on the department's [Graduate Programs page](#)). You should meet with your advisor periodically, at least once during the academic year, but feel free to contact your advisor whenever you have questions or issues to discuss. Your degree completion is your responsibility; the department will provide guidance and advice to steer you through the requirements, but you should actively monitor your current status so that you do not miss any deadlines.

## III. HOW TO APPLY

A quick review of the application process: go to the MC homepage ([www.mc.edu](http://www.mc.edu)) and then to "Graduate Studies" under "Academics." You will find a description of graduate programs there and a link to "Graduate Admissions" where you can begin the online application process. The graduate catalog and class schedules are also online: you can access them through "Quick Links" at the homepage or through the administrative database Banner, located in the top right corner of the homepage. The online application for graduate school is easy to complete; the requirements for each program are listed in the section below. The English department requests that you begin the application process at least three weeks before the start of classes each semester (see Academic Calendar at the homepage) in order to allow timely submission of official transcripts and other information that the Graduate Office needs to determine the status of your admission. However, quicker processing of applications at the department level is possible when necessary; contact the graduate advisor.

Once you have completed the application, the Graduate Office will forward an assessment form to the graduate advisor in the English department. If you lack any

requirements (two years of foreign language, for example, or the GRE or sufficient undergraduate prerequisites), we will mark the form as “provisional.” Your status will change to “full admission” once you have met those requirements, but you can go ahead and enroll in courses (at the graduate and undergraduate level) while you are fulfilling those requirements (see the catalog for further details, or ask your advisor). After the Graduate Office receives the assessment form from us, they will send you a letter about your admission status.

When you have been admitted into a graduate program, the Registrar will issue a Personal Identification Number (PIN) to your advisor, who will then give it to you. Once you have the PIN, you may go online and register for courses. Print out a copy of your schedule so that you can take it to the Campus Bookstore and purchase your books. If the bookstore does not have books listed for your particular course, further information will be available from your professor at the first class meeting. Be sure to check MC Moodle (on the homepage at <http://moodle.mc.edu/>) and the professor’s faculty webpage (on the homepage at <http://www.mc.edu/faculty/index.php/members/>) for the most current information about your course.

## IV. PROGRAMS

### MASTER OF ARTS IN ENGLISH

The MA in English provides students with a thorough preparation in literary studies and is considered the stepping stone toward completion of a PhD in literature or composition and rhetoric. As a preliminary step toward doctoral studies the MA often leads to careers in college teaching, but the degree develops professional skills in secondary education as well and, in fact, in any field where advanced facility in writing and speaking is essential. Three options are available in the MA program: Traditional (with Thesis), Option B Teaching Track, and Option C non-thesis track. Current status sheets listing all course requirements for each option are available in the English office and from the department director of graduate studies, Dr. Jonathan Randle ([randle@mc.edu](mailto:randle@mc.edu)). For further details, consult the online graduate catalog.

Admission requirements for the MA program are as follows:

- Meet the undergraduate course requirements for English: 18 undergraduate semester hours of upper-level English courses beyond the core curriculum level of introductory composition and literature surveys.
- Submit critical writing sample with application for admission.
- Meet GRE requirements: **A scoring range of 146-150 or greater on the verbal section, a 140-141 or greater on the quantitative section**, and a 2.5 on the writing assessment of the GRE General Examination.
- Have 12 semester hours (or 2 high school credits plus intermediate level at university level) of course work or the reading knowledge of one foreign language as certified by CLEP or other official agency.

- Half of the coursework required for any degree program must be completed in the 6000-level courses. During the semester of graduation, students must pass written and oral examinations over all coursework in their degree program.

## MASTER OF EDUCATION IN ENGLISH

**The Master of Education in English program: The entry and capstone courses for the MED in English match those for our MA program: ENG 6576 Bibliography and Research is the gateway course, and ENG 6563 and ENG 6564, Thesis and Project I and II are the capstone courses. A current status sheet listing all course requirements is available in the English office and from the department director of graduate studies, Dr Jonathan Randle ([randle@mc.edu](mailto:randle@mc.edu)).**

The MED in English, consisting of 24 hours of English courses and six hours of Education courses, is designed for those who intend to teach at the secondary level throughout their career. The program requires a class “A” secondary school teaching certificate before admission. Completion of the MED upgrades the “A” certificate to “AA” level. (Upgrade to “AA” level may also be achieved by completing the MA if you already have an “A” license and a degree in the appropriate content area for your teaching field; the MED is no longer required for “AA” certification.) For the MED you need the same undergraduate requirements as above (the 18 hours of upper-level English courses). But you do not need the GRE or the foreign language for this degree, and you do not write a thesis.

## MASTER OF LIBERAL STUDIES

The MLS is a 36-hour program designed for students who want to learn more about a variety of humanities fields but who do not need a thesis or any sort of education certificate. Since no thesis is required, the MLS is not suitable for someone planning on going on toward a PhD. The MLS is intentionally broad and diversified in its scope; students take a variety of courses from the different humanities departments (Art, English, Music, Communications, History and Political Science and Sociology and Social Work). In Option A of the MLS, students take no more than 12 hours from several fields for a total of 36 hours. In Option B, students may take 18 hrs from two fields. See the current online graduate catalog for more specific details.

For admission, students must have the GRE scores listed under the MA above, must submit a writing sample, and must have an undergraduate degree in an appropriate field. For example, someone with a degree in biology would need to take a number of undergraduate prerequisites before taking graduate courses in English or history. Each department sets guidelines for what undergraduate prerequisites are required. As above, to take graduate courses in English, the student must have had 18 hours of upper-level undergraduate courses in English.

The English department recognizes that not all prospective teachers wish to choose between the two options of teaching at a four-year college or in a secondary school system. Some students also require 18 graduate hrs in English to become qualified to teach dual credit courses in secondary education. Option B of the MLS allows students to complete 18 hours in two fields during their program in order to meet requirements for teaching at the two-year college level (teaching requirements vary among two-year colleges: an MA, for example, is sometimes required in order to teach English at this level; requirements for teaching dual credit in secondary education also vary among school districts). Both options of the MLS provide avenues for further learning beyond the baccalaureate level for those who want to continue their education but who do not require the specialization of more traditional thesis programs such as the MA. Students are reminded that they must have completed any required undergraduate courses in the appropriate field before taking graduate courses in that field. A graduate advisor in the appropriate department will determine what undergraduate courses are required.

## V. PROGRAM COMPLETION REQUIREMENTS

All three programs require the student to assemble a review committee composed of a chair from the English department and two other faculty readers, both usually from the English department unless specific aspects of the subject justify need for a faculty member outside the department. MLS review committees will be composed of faculty members from the departments of the student's selected fields. In their last semester of enrollment, candidates for the MLS must take an oral comprehensive examination based upon course work used to satisfy degree requirements. MLS review committees reserve the option to also require a written comprehensive examination or final project. If judged unsatisfactory, all or part of the examination or project may be retaken once in the following semester or summer term. Consult the graduate advisor for further details regarding examinations.

Candidates for the MED must complete and defend a final project that will incorporate research on current practices and theory in language arts, and preparation of lesson plans that incorporate a range of literature for specific units. Proposal for this project will be part of the course requirements for ENG 6576 Bibliography and Research; completion of this project and defense will be part of the course requirements for ENG 6563 and ENG 6564, Thesis and Project I and II. Candidates who do not successfully complete and/or defend the project will receive an "Incomplete" and must complete all requirements in the next semester.

Completion requirements for the MA include oral and written comprehensive examinations and a thesis (or a project for the MA teaching and the MA non-thesis options). The examinations are based upon both course work and a departmental reading list (available in the department office). The oral examination will also include a defense



of the thesis. If judged unsatisfactory, all or part of the oral and/or written examination may be retaken once in the following term or summer semester.

### **THE FOLLOWING GENERAL GUIDELINES APPLY TO MA STUDENTS:**

MA candidates can sign up for Thesis I in their last semester of coursework (you may also choose to sign up for Thesis I in a term by itself after you have finished all your coursework). Thesis I consists of meeting with your thesis director and turning in a prospectus (see the department files for a sample prospectus); there are no scheduled class times. Once your prospectus is finished, you should sign up for Thesis II for the next term. You will be assigned a "PR" (progress) for Thesis I. Once your thesis is completed, a grade will be assigned for Thesis II and that same grade will be posted to replace the PR for Thesis I. If you do not finish the prospectus in the term in which you take Thesis I, the PR will be extended into Thesis II and Thesis Maintenance. For every semester over the two in which you take Thesis I and II, you will sign up for Thesis Maintenance (a fee of about \$100.00 is required for each semester of thesis maintenance, but students do not pay tuition when they are enrolled only in a thesis maintenance course).

There are several options regarding when to take the comprehensive exam: you can take the exam soon after you have finished all your coursework or you can wait and take it closer to when you will finish your thesis. Since the thesis requires an hour and a half oral defense, some students prefer completing the written exam close to when they finish the thesis. The oral examination will call for a defense of your thesis and also of your written exam answers (both during that hour and a half, with the thesis usually taking up more of the time). Other students prefer to get the written exam out of the way early and then concentrate on writing the thesis. It is up to you.

The written exam in Fall semesters is usually in the first week of October. For Spring semesters, the written exam is usually in the first week of April. In the summers, there can be more variation in the date for the exam, but it is usually at the end of June or at the beginning of July. Review sessions for the written exam are scheduled a week or two before the exam each semester, usually at 6pm on a Wednesday night. The written exam is usually from 1 to 4 pm on a Tuesday or Wednesday afternoon, so for this and for your oral defense you will need to have time available during regular business hours. We try to schedule all orals to be conducted within at least three weeks before graduation date, but orals are not scheduled until the student has passed the written comprehensive examination and has completed the thesis approval stage (see timeline below).

MA students who do not make satisfactory progress in completing the thesis (see timeline below) may elect to change their program to the MED or MLS as long as they meet requirements for entry into one of these programs.

## THESIS COMPLETION TIMELINE

There are three stages in the thesis project:

### *Prospectus Stage:*

- begins when the student enrolls in ENG 6563, Thesis I
- requires a written proposal explaining the goals of the thesis, accompanied by an annotated bibliography of sources (prospectus guidelines are found under “Forms” and “Thesis Manual” at the Graduate Studies homepage (<http://www.mc.edu/academics/graduate/forms/>); a sample prospectus is included at that location and a sample of a completed prospectus is available in the English department office)
- requires the student to select a thesis director and two thesis readers (the thesis director’s field of expertise should match the subject of the thesis; the two readers may be chosen in consultation with the thesis director)
- concludes when the thesis director and the Dean of the Graduate School have approved the prospectus in writing

### *Draft Stage:*

- begins when the both the thesis director and the Dean of the Graduate School have approved the prospectus in writing (may begin, then, during Thesis I; the student will sign up for Thesis II in the semester following Thesis I and for Thesis Maintenance in each subsequent semester)
- may extend through multiple semesters, but the student must ensure that the thesis is successfully defended within six years of the start of graduate course work
- requires the student to prepare and submit drafts of small sections (normally chapters or subdivisions of chapters) to the director
- requires the thesis director’s prior permission for simultaneous submission of multiple chapters
- allows a two-week response time in which the thesis director will read and comment on each chapter
- continues until all chapters have been submitted and revised in response to the thesis director’s comments

### *Defense and Final Revision Stage:*

- begins when the thesis director has read and approved a fully assembled version of the entire thesis
- requires the student to present this fully assembled version by the fourth week of classes (**for Fall 2018, by Sep 14; for Spring 2019, by Feb 4**) in the semester in which the student plans to graduate



- requires the oral defense to be scheduled for a date no later than mid-semester (**for Fall 2018, by Oct 15; for Spring 2019, by March 11**); the entire committee will offer suggestions for revision at the defense
- concludes when the student has completed final revisions and has submitted three copies of the thesis in final manuscript form to the Graduate School no later than three weeks before graduation (**for Fall 2018, by Nov 14; for Spring 2019, by Apr 15**)

Oral defenses are difficult to schedule for summer terms and will not be scheduled beyond the end of the first summer term. Students who plan to graduate in August must ensure that the thesis is in final revision stage by the first week of classes in the first summer term. Exceptions to these deadlines must be approved by the thesis director in consultation with the director of the English graduate program.

## VI. GRADUATION AND ASSESSMENT

All graduate students must have at least a 3.0 GPA in order to graduate (see graduate catalog for details concerning academic suspensions and appeals).

All graduate students must achieve at least a “C” on exit requirements that are graded (the MA thesis and the MED final project) and must achieve a “pass” in areas rated as pass/fail (MA written exam and oral defense; MED oral; MLS oral and written exam). Students are reminded that “C” grades must be balanced by higher grades in order to reach the required GPA of 3.0 at the time of graduation. Final grades and pass/fail status will be based on overall quality of work, timeliness of submissions, and appropriateness of student response to revision.

All graduate students must apply for graduation and pay applicable fees at the beginning of the semester before the one in which the student plans to graduate (application deadlines for each semester are always announced in the academic calendar). In the event the student does not graduate in the planned semester, the application information and any paid fees will be carried over until the semester of graduation (students will not have to pay fees more than once).

## **VII. PROGRAM-SPECIFIC ASSESSMENT CRITERIA:**

### **M.Ed. Final Project**

#### **CATALOG DESCRIPTION:**

Candidates for the M.Ed. in English must complete and defend a final project that will incorporate research on current practices and theory in language arts, and preparation of lesson plans that incorporate a range of literature for specific units. Proposal for this project will be part of the course requirements for ENG 6576 Bibliography and Research; completion of project and defense will be part of the course requirements for ENG 6563 and ENG 6564, Thesis and Project I and II.

#### **RATIONALE AND GOALS:**

The English Department believes that the most effective teachers are also competent scholars—and that students benefit when their teachers’ scholarly pursuits and pedagogical approaches intersect. Accordingly, our M.Ed. program in English emphasizes the ways in which literature, theory, pedagogy, research, and writing inform and influence one another, and M.Ed. students are encouraged to develop an awareness of the teaching implications associated with all elements of their graduate work.

The overarching goals, therefore, of the M.Ed. Final Project are for the student to demonstrate: 1) in-depth knowledge related to English course content and research, and 2) an ability to apply that knowledge effectively in other teaching contexts. More specifically, the M.Ed. Final Project requires the student to explicitly demonstrate and apply (within the context of a hypothetical English course) at the graduate-level:

- Knowledge of specific literary texts representing a variety of genres and created by authors representing multiple nationalities and ethnic backgrounds
- Understanding of major literary periods and movements
- Understanding of critical theory and methods of critical analysis
- Understanding of literary concepts and discipline-specific terminology
- Understanding of effective research skills and methods
- Understanding of pedagogical theory, approaches, and concerns
- Understanding of effective course design, assignment construction, and assessment
- Writing skills, including ethical, discipline-specific documentation methods
- Analytical skills
- Oral communication skills

## PROJECT DESCRIPTION AND REQUIREMENTS (MED):

You will design an English course as your final project for the MED in English. Your course should be informed by current best teaching practices and reflect your teaching philosophy. The length (one semester, nine weeks, etc.), scope (writing, literature, or both), and grade/level of courses will vary. Students should make these choices based on what will be most useful to them professionally and in consultation with their Project Director and the Director of Graduate Studies. All projects, however, must adhere to the following guidelines and must include each of the required project components described below:

<b>Required Project Components</b>	
<b>Statement of Teaching Philosophy</b>	<p>Your teaching philosophy should express YOUR values and beliefs about teaching and, for our purposes, the teaching of English specifically. It should introduce YOU as an English teacher to your reader and answer questions about your own pedagogy: What is your goal as an English teacher? What do you want your students to be able to do? What do you see as the purpose of reading and/or writing? What is your role as an English teacher? Are you a coach, a general, an evangelist, an entertainer? How do you see students? What will you consider learning/mastery? What methods will you use to reach your desired outcomes? Which specific strategies/activities will you use? How are those strategies informed by best practices and ELA research? How will you assess student understanding? How will you improve your teaching? These questions should not be addressed individually but as a cohesive essay with one main theme and multiple subpoints. Organization and emphasis of key points will be important, so you'll want to be intentional (and skilled) in your choices as both a thinker and writer. <i>Your teaching philosophy should be approximately 1 single-spaced page.</i></p>
<b>Overall Course Approach, Goals, &amp; Rationale</b>	<p><b>Overall Course Approach:</b> Around which specific parameters is your course designed? Who are your students? What is your teaching context?</p> <p><b>Goals:</b> Articulate all overarching goals for the course. What are the big ideas that you want students to understand as a result of your course?</p> <p><b>Rationale:</b> Justify your course design and its contents: its texts/materials, activities, assessments, etc. Writing a rationale is an effective way for you to begin to articulate reasons for teaching decisions and to show that your planning is well grounded in knowledge of theory, research, and practice in ELA. You should cite at least <b>5</b> sources from your annotated bibliography in your rationale and use specific details from your lesson plans to show your reader how you will meet the goals of your course. <i>Your rationale should be 2-3 single-spaced pages.</i></p>

<b>Annotated Bibliography</b>	This annotated bibliography should include texts which inform your negotiation of the course: theoretical and critical texts read by you in preparation of the course and texts influencing your pedagogical approach and choices. Annotations should offer a descriptive summary/overview of the text, an evaluation of the text, and an explanation of how the text specifically informs your course content and/or pedagogy (in other words, its application to your course). <i>Your annotated bibliography should contain 8-10 sources.</i>
<b>Daily Course Plan and Materials</b>	Your course plan will include daily lesson plans that are intentionally and carefully sequenced. Activities should be described in detail and, once again, reflect best practices in the field, according to the research in your annotations and rationale. Each day's set of documents should include the following: <u>Objectives:</u> Begin each section by describing your specific objectives ("The student will be able to") for that particular class period. When relevant, cite national standards, such as Mississippi's College & Career Readiness Standards, to which your course adheres. <u>Teaching Notes, Activities, Assignments:</u> Describe your plan for class. What activities will you engage in? For how long? If you plan lectures, include your lecture notes; if you plan class discussion, include questions you'll ask; if you plan individual or small group activities, describe them in detail, etc. Include descriptions of how you'll negotiate all activities (What will you do to make sure that small groups work efficiently? How will you be sure large-group discussions involve all students? What will make your lecture effective?). Include any handouts you plan to use. <u>Assessment Materials:</u> Include an explanation of how, specifically, you plan to assess your students' performance each day. For example, students may engage in low-stakes writing assignments, small group class summaries, quizzes, exams, etc. Describe both what you will assess and how. Make certain that your assessment is explicitly linked to specific course and assignment goals/objectives.
<b>Modeled Response and Evaluation of a Course Assessment</b>	Create a sample response for at least one major writing assessment (essay, project, exam) included in the course plan. In addition, offer a sample evaluation of that assignment to demonstrate your approaches to responding to and grading student materials. Make certain that your evaluation is explicitly linked to specific course and assignment goals/objectives.
<b>Professional Writing Task</b>	Respond to an authentic professional writing task (created in collaboration between you and your Project Director). Options may include a formal course proposal to an administrator, a memo, a report, etc., but your response should include evidence of primary or secondary research and should meet the conventions of the professional genre selected.

<b>Program Reflection</b>	Summarize how your graduate work at MC has influenced your course. How have the courses you've taken helped you to complete your project? Which recommendations would you make to strengthen our program? <i>Your reflection should be 2-3 single-spaced pages.</i>
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## PROJECT DESCRIPTION AND REQUIREMENTS (MA Option B)

You will design an English course as your final project for the MA Teaching Track option. Your course should be informed by current best teaching practices and reflect your teaching philosophy. The length (one semester, nine weeks, etc.), scope (writing, literature, or both), and grade/level of courses will vary. Students should make these choices based on what will be most useful to them professionally and in consultation with their Project Director and the Director of Graduate Studies. All projects, however, must adhere to the following guidelines and must include each of the required project components described below:

\*Your Rationale and Annotated Bibliography should be completed in Thesis I, in lieu of a prospectus.

<b>Required Project Components</b>	
<b>Statement of Teaching Philosophy</b>	Your teaching philosophy should express YOUR values and beliefs about teaching and, for our purposes, the teaching of English specifically. It should introduce YOU as an English teacher to your reader and answer questions about your own pedagogy: What is your goal as an English teacher? What do you want your students to be able to do? What do you see as the purpose of reading and/or writing? What is your role as an English teacher? Are you a coach, a general, an evangelist, an entertainer? How do you see students? What will you consider learning/mastery? What methods will you use to reach your desired outcomes? Which specific strategies/activities will you use? How are those strategies informed by best practices and ELA research? How will you assess student understanding? How will you improve your teaching? These questions should not be addressed individually but as a cohesive essay with one main theme and multiple subpoints. Organization and emphasis of key points will be important, so you'll want to be intentional (and skilled) in your choices as both a thinker and writer. <i>Your teaching philosophy should be approximately 1 single-spaced page.</i>

<p><b>Overall Course Approach, Goals, &amp; Rationale</b></p>	<p><u>Overall Course Approach:</u> Around which specific parameters is your course designed? Who are your students? What is your teaching context?</p> <p><u>Goals:</u> Articulate all overarching goals for the course. What are the big ideas that you want students to understand as a result of your course?</p> <p><u>Rationale:</u> Justify your course design and its contents: its texts/materials, activities, assessments, etc. Writing a rationale is an effective way for you to begin to articulate reasons for teaching decisions and to show that your planning is well grounded in knowledge of theory, research, and practice in ELA. You should cite at least <b>5</b> sources from your annotated bibliography in your rationale and use specific details from your lesson plans to show your reader how you will meet the goals of your course. <i>Your rationale should be 2-3 single-spaced pages.</i></p>
<p><b>Annotated Bibliography</b></p>	<p>This annotated bibliography should include texts which inform your negotiation of the course: theoretical and critical texts read by you in preparation of the course and texts influencing your pedagogical approach and choices. Annotations should offer a descriptive summary/overview of the text, an evaluation of the text, and an explanation of how the text specifically informs your course content and/or pedagogy (in other words, its application to your course). <i>Your annotated bibliography should contain 20-25 sources.</i></p>
<p><b>Daily Course Plan and Materials</b></p>	<p>Your course plan will include daily lesson plans that are intentionally and carefully sequenced. Activities should be described in detail and, once again, reflect best practices in the field, according to the research in your annotations and rationale. Each day's set of documents should include the following:</p> <p><u>Objectives:</u> Begin each section by describing your specific objectives ("The student will be able to") for that particular class period. When relevant, cite national standards, such as Mississippi's College &amp; Career Readiness Standards, to which your course adheres.</p> <p><u>Teaching Notes, Activities, Assignments:</u> Describe your plan for class. What activities will you engage in? For how long? If you plan lectures, include your lecture notes; if you plan class discussion, include questions you'll ask; if you plan individual or small group activities, describe them in detail, etc. Include descriptions of how you'll negotiate all activities (What will you do to make sure that small groups work efficiently? How will you be sure large-group discussions involve all students? What will make your lecture effective?). Include any handouts you plan to use.</p> <p><u>Assessment Materials:</u> Include an explanation of how, specifically, you plan to assess your students' performance each day. For example, students may engage in low-stakes writing assignments, small group class summaries, quizzes, exams, etc. Describe both</p>



	what you will assess and how. Make certain that your assessment is explicitly linked to specific course and assignment goals/objectives.
<b>Modeled Response and Evaluation of a Course Assessment</b>	Create a sample response for at least one major writing assessment (essay, project, exam) included in the course plan. In addition, offer a sample evaluation of that assignment to demonstrate your approaches to responding to and grading student materials. Make certain that your evaluation is explicitly linked to specific course and assignment goals/objectives.
<b>Comprehensive Exam</b>	Respond in a graduate-level researched essay to one of three pedagogically-based questions posed by your Project Director. This question should ask you to bring together ideas discussed in the sources you have chosen for your Annotated Bibliography above. <i>Your essay should be approximately 15 double-spaced pages.</i>
<b>Program Reflection</b>	Summarize how your graduate work at MC has influenced your course. How have the courses you've taken helped you to complete your project? Which recommendations would you make to strengthen our program? <i>Your reflection should be 2-3 single-spaced pages.</i>
<b>Works Cited</b>	Include a Works Cited for <b>all</b> resources discussed/borrowed from in your course plan.

## M.A. and M.L.S.

### COMPREHENSIVE EXAMINATION CRITERIA

- Students will successfully answer 3 of 4 questions on the exam and must pass at least one question from each of the two sections (British and American). A score of “Pass” must be decided by at least two of three professors on the student’s committee.
- Students will demonstrate familiarity with the English Department Graduate Reading List by addressing 7-8 of the listed works in each section of the exam.
- Students will demonstrate familiarity with major authors as represented in the Reading List, referring to styles, impact, influences, criticism, etc., in both sections of the exam.
- Students will demonstrate ability to synthesize texts from various literary periods, uniting the texts according to the suggested theme in the question. When the question does not present a basis for synthesis, the student must demonstrate a reasonable basis for linking the texts.
- Students will demonstrate comprehension of basic literary movements, eras, styles, genres, and figures, referring to such elements in at least 3 of 4 questions.
- Students will demonstrate competence in the use of grammatical conventions in standard edited English.
- Students will demonstrate knowledge of their written examination during the oral examination, answering at least three quarters of oral questions successfully.

- Students will demonstrate familiarity with their course material during the oral examination and will successfully relate course material to the written and oral examinations.
- Students defending theses will satisfy committee questions throughout the defense and will demonstrate familiarity with related research and with how the present project connects with other work in the field.

### **MA criteria for Thesis I:**

- The student will continue to develop skills learned in ENG 6576, Bibliography and Research.
- The student will apply methods of research learned in ENG 6576 and will demonstrate proficiency in completion of a full annotated bibliography in support of thesis topic.
- The student will apply critical and literary theory to the thesis as needed and as determined in consultation with the thesis director.
- The student will demonstrate independence and motivation in pursuing scholarship toward completion of the thesis.
- The student will demonstrate a working knowledge of each stage of the thesis, preferably arranged by chapter; the thesis director will measure this progress in meetings well before the midpoint of the semester.

The student's primary requirement will be to write a detailed prospectus outlining the thesis in its entirety. This prospectus should be from 12-15 pages long and will include an annotated bibliography and a chapter-by-chapter breakdown of the thesis. The student will also produce a timeline of completion objectives and will show initiative in arranging regular consultation with the thesis director. At the end of the course, the prospectus will be submitted through the thesis director to the Dean of the Graduate School for final approval.

The student's active participation in this course will have a significant impact on the final grade to be assigned for Thesis II. Attendance of meetings arranged by the thesis director is required. Final grade will also be affected by absences and tardiness for meetings and by failure to complete stages of the project by prearranged deadlines. Late work will not be accepted. (See appendix for handout on department policies for upper-level courses.)

### **MA criteria for Thesis II:**

- The student will demonstrate mastery of academic writing in successfully proposing and arguing a unified response to an issue considered significant in the field of literary scholarship.
- The student will apply methods of research learned in ENG 6576 and will demonstrate proficiency in completing incremental stages of the thesis according to the schedule established in the pre-project meeting.

- The student will apply critical and literary theory to the thesis as needed and as determined in consultation with the thesis director.
- The student will apply and synthesize literary and critical texts and ideas throughout the completed thesis in response to a central scholarly concern established early in the first chapter.
- The student will demonstrate a working knowledge of each section of the thesis in an oral defense of one and a half hours and will respond to all revision suggestions so that the complete thesis is ready for final review at least one month before date of graduation.

The thesis shall be prepared in accordance with both current MLA guidelines and the MC Thesis Manual at the Graduate Studies homepage (<http://www.mc.edu/academics/graduate/forms/>).

## VIII. DEPARTMENT OF ENGLISH GRADUATE TEACHING ASSISTANTS PROGRAM

Assistantships are available on a competitive basis for qualifying graduate students in the Master of Arts program. Since most assigned duties would correspond with daytime classes, applicants for the teaching assistantships must be available during regular work hours and sometimes in the evenings as needed (i.e., for assistance with the Writing Proficiency Examination and occasional department events). Further information and applications for teaching assistantships are available from the departmental graduate director (Dr Jonathan Randle, Jennings 300, [randle@mc.edu](mailto:randle@mc.edu), 601-925-3269).

Please refer to the campus M-drive for the following information: Grad Asst General Info, Hiring Procedures for Graduate Assistant, and New Grad Asst Packet. The information provided in this departmental graduate guide is designed to supplement, not replace, currently existing university information and policies.

The graduate teaching assistantship is designed to be a two-year program requiring from 15 to 20 hours of work per week; during the first year, teaching assistants (TA's) will be designated "GTA I" and will work closely with one or two mentoring professors from the department who are teaching the initial composition courses (ENG 101) or sophomore literature surveys (ENG 211, 212, or 213). TA's will not be automatically moved to "GTA II" status but may, based on teaching performance and evaluation by their mentoring professors, move to that level at the completion of the first year if departmental vacancies exist. Duties for GTA I include assisting the professor in preparing examinations and quizzes, grading papers, preparing class lectures, maintaining records, making class presentations, conducting lectures, and leading discussion groups. Additional duties for first-year TA's may include conducting research based on professor requests, assisting in departmental preparation for upcoming events, maintaining departmental records, proctoring Writing Proficiency Exams, and assisting in the Writing

Center as needed. In order to be considered for GTA II status, TA's must complete 18 hours of graduate English credit by the beginning of their second academic year (in other words, by Fall semester of the second year in the program).

At the end of the TA's first year, the mentoring professor may nominate a GTA I for a GTA II position if the department has existing vacancies. Since availability of slots will vary from year to year based on university budget and departmental needs, movement to GTA II status should not be seen as automatic; hence, staying at GTA I level should also not be seen as indicative of any failure or lack of advancement on the part of the TA since the needs of the institution determine availability of positions. Duties of the GTA II may include any of the GTA I duties listed above but will also include teaching one or two classes for credit as instructor of record and/or as the person primarily responsible for assigning grades.

The departmental graduate director will monitor progress of all TA's and may call meetings or hold training sessions from time to time. These meetings should be seen as mandatory and will be based as reasonably as possible on schedule availability. In addition, a second-year TA (or GTA II) will serve as primary point of contact for all TA's in GTA I status and will assist the graduate director in assigning research projects and departmental projects. This second-year TA will work in a liaison capacity to balance and distribute workload and requests from the graduate director and other department faculty.

First-year TA's will be assigned to mentoring faculty in the weeks before each Fall semester. Each TA will design and present a one-hour class unit for at least one class during the first semester and for at least three classes during the second semester. The mentoring professor will evaluate the TA's performance in the primary class of assignment for the first semester; for the second semester, the evaluation will extend also to the TA's visit to at least two additional class sessions in other sections in the department. The goal for the first-year TA program is to build up the TA's sense of comfort in their own classroom but also to initiate exposure to other classes and to other teaching styles.

The departmental graduate director will work closely with the department chair in assigning TA's to mentoring professors. The graduate director will work closely with the lead second-year TA in facilitating visits of TA's to various sections taught by other professors in the department.

## IX. GRADUATE FACULTY

### **Dr. Kerri Jordan**

Associate Professor of English and Writing Program Director; B.A., M.A. Mississippi College; Ph.D., Louisiana State University. Areas of Interest: Composition theory and pedagogy, writing center theory and administration, creative writing, 20<sup>th</sup> Century Literature.

### **Prof. Susan Lassiter**

Assistant Professor of English; B.A., M.A., Mississippi College. Areas of Interest: Short Fiction, “The Lost Generation”: American Literature 1920-1945, Detective Fiction.

### **Dr. Kristi Richard Melancon**

Associate Professor of English; B.A., University of New Orleans; Ph.D., Louisiana State University. Areas of Interest: African American literacy, rhetoric and race, composition studies, periodical studies, civic engagement, curriculum theory.

### **Dr. David Miller**

Professor of English; B.A., Nyack College; M.A., Ph.D., Baylor University. Areas of Interest: Early American Literature, American Nineteenth Century, British Romantics, British Victorians, bibliography and research, creative writing, literary theory.

### **Dr. J.B. Potts**

Associate Professor of English; B.A., University of Mississippi; M.A., University of Central Florida; Ph.D., University of South Carolina. Areas of Interest: Faulkner, Southern Literature, Modern/Postmodern Avante-Garde, African-American Literature.

### **Dr. Steven Price**

Professor of English and Director of the Writing Center; B.A., University of Wisconsin-Oshkosh; M.A., Arizona State University; Ph.D., Louisiana State University. Areas of interest: composition/writing center pedagogy and theory, discourse analysis, writing across the curriculum, eighteenth-century British literature.

### **Dr. Jonathan Randle**

Professor of English and Dean, School of Social Sciences and the Humanities; B.A., Mississippi College; M.A., Ph.D., University of Cambridge. Areas of Interest: Old English Language and Literature, Middle English Language and Literature, Chaucer, epic literature.

## QUICK REFERENCE GUIDE

### Contact Information

Name	Position / Office	Phone	E-mail	Office Location
Dr. Jonathan Randle	Director of MA / MED/ MLS	601.925.3269	<a href="mailto:randle@mc.edu">randle@mc.edu</a>	Jennings 300
Ms. Autumn Norman	Administrative Assistant, Department of English	601.925.3215	<a href="mailto:anorman1@mc.edu">anorman1@mc.edu</a>	Jennings 301
	Graduate Office	601.925.3325		Nelson 202