1. ENGLISH MA PROGRAM INFORMATION
   Part i: English MA Course Registration
   Part ii: English MA Program Policies
   Part iii: Financial Aid, Employment, & Career Information
   Part iv: Important links

2. FALL 2017 COURSE INFORMATION & DESCRIPTIONS
   Part i: English MA Courses
   Part ii: English MFA Courses Open to English MA Students
   Part iii: Final Exercises, One-credit Workshops, Independent Studies & Internships
   Part iv: The Graduate Consortium in Women’s Studies

3. INFORMATION ABOUT INITIAL TEACHER LICENSURE FOR MIDDLE OR SECONDARY SCHOOL
PART I:  ENGLISH MA COURSE REGISTRATION

CONTINUING MATRICULATED ENGLISH MA STUDENTS

We strongly recommend that you read this booklet and the English MA Program Handbook to remind yourself of the English MA degree requirements, concentration requirements, and program policies. The English MA Program requires the completion of thirty credits (or ten courses), which includes the credits devoted to a final exercise, and the selection of a concentration in literature, composition, or creative writing. The Handbook is available online at and can be downloaded from the English MA webpage: http://www.umb.edu/academics/cla/english/grad/ma/handbooks_and_forms. Hard copies of the Handbook are available at the English MA Office.

We also recommend that you schedule an advising session with the Graduate Program Director or an advisor of your choice. Please bring a list of the courses you have completed with you to your advising session. Appointments with the Director should be arranged through the English MA Program Administrator.

The UMB registration website is called WISER. A link to Wiser appears on the UMB homepage (www.umb.edu; it is listed in the right hand column). The Wiser site is: http://www.umb.edu/it/getting_services/wiser/, this site contains detailed directions and announcements. You must use Wiser to register for classes. To locate our English MA courses, follow these steps:

- Go to Wiser via www.umb.edu or http://www.umb.edu/it/getting_services/wiser/
- Sign in using your UMS #; you enter it with “UMS” at the front: UMS####
- Under “Search,” select “Class Search”
- To do a search for all English MA Courses:
  -- Select the correct “Term” from the drop-down menu
  -- After “Select Subject” enter “ENGL”
  -- Skip “Course Number” (unless you want to search for one specific course)
  -- In “Course Career,” select “Graduate” from the drop-down menu
  -- De-select (click off) “Show Open Classes Only” if you would like to see all course offerings (you can contact English MA office if you would like to check the status of a class that is full)
  -- Click “Search”
You may also visit the **ONE STOP CENTER** located in the Campus Center for help with registration questions or difficulties. The One Stop Center is designed to help with all course registration, tuition, and financial aid issues. It is open for extended hours, as detailed on its website: [http://www.umb.edu/students/onestop/](http://www.umb.edu/students/onestop/). For additional course registration information please visit: [http://www.umb.edu/students/registrar](http://www.umb.edu/students/registrar).

All continuing matriculated graduate students are assigned a web access period to register, add, and drop courses via Wiser. You must register by the end of your access period to avoid late fees. Although assessed a late fee, you can register for a course or drop a course all the way through the Add/Drop period; a semester’s Add/Drop period includes the first week of classes. However, if you register for a course and then decide not to take it, PLEASE do not wait until the end of the Add/Drop period to drop it. Newly admitted or non-degree students may be waiting to get a space in the course, so please be considerate and make your changes early.

**NEWLY ADMITTED ENGLISH MA STUDENTS**

Congratulations and welcome! New students will be registered into courses after they are officially admitted to the English MA Program. After being accepted into the Program, please make sure you send in your confirmation card with deposit. Once UMB has received this, we will contact you with English MA Program details and course information. You will receive an information packet (including this booklet!) and we will work closely with you to register you into the courses you want. We will encourage you to make an appointment to meet with the **Graduate Program Director** to discuss your English MA courses and plans.

**NON-DEGREE STUDENTS SEEKING AN ENGLISH MA COURSE**

Non-degree students (students not enrolled in our MA degree program) are allowed to take graduate seminars subject to the approval of the Graduate Program Director, on a space available basis. Non-degree application forms are available on the “Handbooks and Forms” section of our website: [http://www.umb.edu/academics/cla/english/grad/ma/handbooks_and_forms/](http://www.umb.edu/academics/cla/english/grad/ma/handbooks_and_forms/) to qualify to take courses as a non-degree student, please fill out the form and submit to the English MA Program Administrator a critical writing sample and your academic transcripts. Based on the materials submitted, the Graduate Program Director will evaluate your qualifications. If you are given permission to enroll, you will be notified by the English MA Program Administrator. Then, come to the English MA Office three weeks before the semester begins to pick up a course registration form signed by the Graduate Program Director. You will take that form to the One Stop Center, and register for courses there. This same process applies to non-degree students approved to take summer courses, although summer registration can take place earlier.

**ENGLISH MA PROGRAM COMMUNICATIONS CONCERNING COURSE CHANGES, LOCATIONS, ANNOUNCEMENTS, AND CANCELLATIONS**

The English MA Program may need to communicate with you concerning upcoming courses. Please make sure that you use and check your UMB email address. Your UMB email is assigned through IT Services; directions for obtaining your email address can be found at [http://www.umb.edu/it/getting_services/email/logging_on_for_the_first_time](http://www.umb.edu/it/getting_services/email/logging_on_for_the_first_time) or by calling them at 617-287-5220. You can easily forward email from your UMB account to your personal email account; follow the directions provided by UMB’s IT Services on this page under the “Email forwarding” section.

Note that your “@umb.edu” email address is the address that the Program has readily available and is the address linked to the Wiser system’s class registration lists. The English MA Program will use Wiser and the UMB email system for many types of communications: a course location may change, a course may be cancelled, or a
STUDENTS REGISTERING FOR THE FINAL EXERCISE OR THESIS

Please examine the English MA Final Exercise Guide. Hard copies of the Final Exercise Guide are available in the English MA Office, and copies can be downloaded from the English MA webpage: http://www.umb.edu/academics/cla/english/grad/ma/handbooks_and_forms/

Note that the Final Exercise Proposal is submitted the semester previous to the semester during which you plan to complete the Final Exercise. As with the Final Exercise Guide, Final Exercise Proposal Forms can be picked up at the English MA Office or downloaded from the English MA webpage. Students whose proposal for the Final Exercise or MA Thesis has been approved will be registered into the needed course, listed below. Please note that these courses are by permission only and you will add into your Final Exercise course by the MA Program Administrator. You will be informed via email that your proposal has been approved and that you have been registered for the appropriate Final Exercise or MA Thesis course:

- ENGL 691: FINAL PROJECT: COMPOSITION (3 CREDITS)
- ENGL 692: FINAL PROJECT: CREATIVE WRITING (3 CREDITS)
- ENGL 693: FINAL PROJECT: LITERATURE (3 CREDITS)
- ENGL 699: MASTER OF ARTS THESIS (6 CREDITS)

PART II: ENGLISH MA PROGRAM POLICIES

STUDENTS NEARING COMPLETION OF DEGREE REQUIREMENTS FOR GRADUATION

If you expect to complete the English MA degree requirements within the next two semesters, please review the degree requirements with your faculty advisor or the Graduate Program Director. Make an appointment with the Graduate Program Director to make sure you are “on track” to complete your degree and graduate according to your plans.

Also, please examine the English MA Final Exercise Guide and start to solidify your plans for your final Exercise, typically completed in your last semester at UMB. One-credit workshops preparing students for the final exercise are offered each semester; see the course listings below. Info-sessions on Final Exercise proposals, planning, and writing are also offered each semester; attendance at these is strongly recommended. The English MA Office advertises dates for these workshops and info-sessions.

STUDENTS REQUESTING TRANSFER CREDIT

Applicants and current students are allowed to transfer in a maximum of 6 graduate course credits (two courses), subject to approval from the Graduate Program Director. If you are requesting a transfer of graduate course credits into the English MA Program, you must submit a transcript for each course (showing that you earned a suitable grade in the course) and a course description or syllabus for each course (showing that the course taken is equivalent to a UMB English MA course).

Non-degree students who take courses in the MA English program are required to transfer those courses in after they have matriculated; a maximum of 6 graduate course credits (two courses) taken as a non-degree student is allowed.
**STUDENTS REQUESTING AN “OVERLOAD” OF COURSE CREDITS**

In one semester, students cannot register for more than 10 credits without permission from the Graduate Program Director. Please contact the MA Program Administrator to make an appointment with the Graduate Program Director to discuss your request.

**STUDENTS REQUESTING A LEAVE**

If you are a matriculated student in the program but are not registering for any credits this semester, you must fill out a Program Fee Form and a Leave of Absence Form to be signed by the Graduate Program Director. Discuss your reason for being on leave with the Graduate Program Director, and then the Registrar’s Office (617) 287-6200 and the Registrar’s Office will provide you with the paperwork you need. To hold your place in the program you must do the paperwork and pay the fee for each semester you are away from the program. As directed by the Registrar, you must register for “CAS 600: Program Fee.”

**STUDENTS REQUESTING AN INCOMPLETE (“INC”) IN A COURSE**

An “Incomplete” (“INC”) can be awarded in a course, in lieu of a letter grade, only if a student experiences a serious hardship that prevents him or her from completing the coursework in a timely manner. An “INC” will not be awarded simply to provide students with more time to complete coursework; all students are expected to complete coursework by the end of the semester in accordance with the course syllabus. An “INC” is awarded at the discretion of the course professor, but may be reviewed by the Graduate Program Director.

In order to replace an “INC” with a letter grade, the required coursework must be submitted **BEFORE ONE YEAR ELAPSES.** One year after the “INC” is awarded, the “INC” is automatically replaced by the University with an “F” grade. The reversal of an “F” grade is near-impossible and requires a lengthy University governance process. Students must work closely with their professor to determine a calendar for the timely completion of the work needed to replace the “INC” with a letter grade. **Work must be submitted in advance of the one-year deadline, at a time agreed upon with the grading professor.** Student communication with the grading professor is crucial. Completion of the needed coursework is the responsibility of the student and the professor will not “track down” the student or work.

**STUDENTS CHOOSING TO WITHDRAW (“W”) FROM A COURSE**

The first week of courses is “Add/Drop” period, in which students may freely drop a class and register for a new class. After the “Add/Drop” period, the dropping of a course appears as a “Withdrawal” or “W” on the student transcript. A withdrawn course remains listed on the transcript and a “W” appears as the course “grade.”

Note that **all course withdrawals must take place before the course withdrawal deadline,** which is approximately five weeks before a semester’s classes end. After the course withdrawal deadline, a course must be given a letter grade. **Add/drop and withdrawal deadlines are listed on the university’s “Academic Calendar,” which appears on the UMB homepage www.umb.edu; it is listed in the right hand column.** A course withdrawal is a student’s choice. It is recommended that a student discuss this choice with his or her professor or the Graduate Program Director. Only a student can select a “W”; the course professor or an administrator cannot select a “W” for a student. The choice is non-reversible.

---

**PART III: FINANCIAL AID, EMPLOYMENT, & CAREER INFORMATION**
STUDENTS SEEKING TUITION AND FINANCIAL AID INFORMATION

For the latest information on tuition and fees, please see the Bursar's Office website: http://www.umb.edu/bursar/tuition_and_fees/ Please note that all Massachusetts state colleges and universities follow a cost structure in which program fees are higher than tuition fees. Please read the tuition and fees breakdown carefully. Determine your correct tuition and fees by looking at the “per credit” charges; add up your tuition and fees based on the number of credits you are taking (the typical English MA course is worth three credits).

For information on financial aid, please see the Financial Aid website: http://www.umb.edu/admissions/financial_aid_scholarships and click on the “Graduate Aid” section. Please make an appointment directly with Financial Aid to discuss your needs: 617-287-6300

For general information on graduate study please see the Graduate Studies website: http://www.umb.edu/academics/graduate Note that the Graduate Studies website contains a helpful FAQ section that contains information on financial aid.

STUDENTS SEEKING ON-CAMPUS EMPLOYMENT INFORMATION

On-campus jobs are often available through UMB offices and programs. Some assistantships—for example, those in the Office of Academic Support or in the UMB Writing Proficiency office—are open to all graduate students. Listings are online at the Human Resources website: www.umb.edu/hr/. This website features an employment listing search function (See “Search Current Employment...” in left hand column). Other opportunities are posted at the Student Employment Office, located in the Campus Center, 2nd floor. Any student seeking a job is encouraged to go to the Student Employment Office and request information.

STUDENTS SEEKING OFF-CAMPUS INTERNSHIP, JOB, AND CAREER INFORMATION

Off-campus internship, co-op, job, and career opportunities are available through UMB’s Career Services; their website is: www.careers.umb.edu. Career Services maintains a database of off-campus opportunities, but students can access that database only after contacting Career Services and receiving a password. These opportunities are the result of cultivated relationships between the outside agencies and UMB; the application process is thus treated seriously. If a student wants to apply for an internship, co-op, or off-campus position, he or she must work with Career Services to discuss his or her career interests and plans. As part of the application process, he or she must submit a draft of his or her resume to Career Services for feedback and must revise that resume before sending it to the off-campus agency. Career Service bulletins are circulated to the MA students. These bulletins include announcements of specific internship and career opportunities and events such as Job Fairs.

PART IV: IMPORTANT LINKS

UMass Boston Website: www.umb.edu
English Department Website: http://www.umb.edu/academics/cla/dept/english/
FALL 2017
COURSE INFORMATION AND DESCRIPTIONS

PART I: ENGLISH MA COURSES

PART II: ENGLISH MFA COURSES OPEN TO ENGLISH MA STUDENTS

PART III: FINAL EXERCISES, ONE-CREDIT WORKSHOPS, INDEPENDENT STUDIES & INTERNSHIPS

PART IV: COURSES OFFERED BY THE GRADUATE CONSORTIUM IN WOMEN’S STUDIES
We all know what it means to “friend” someone on Facebook, but how old is this practice of “friending”? Even though Facebook didn’t arrive until 2004, establishing friendships through written correspondence has a long history that is preserved throughout the world in manuscript archives, which maintain collections of earlier modes of epistolary exchange, or what we now call “social networking.” While such letter writing stretches back into antiquity, the form and function of such correspondence experienced a revolution in twelfth- and thirteenth-century Italy, when medieval teachers began instructing their students in the rhetorical forms of written persuasion called the *artes dictaminis*. These treatises, the first of their kind in the western world, survive in manuscripts and early printed books that not only explain the art of establishing social networks through letter writing, but also include marginal glosses written by later readers, which indicate how the practice was evolving over time.

This course will examine the literary, cultural, and material life of written correspondence from the poetic epistle to the snarky tweet. And while we will be reading and analyzing “real” correspondence of famous historical figures, such as Abelard, Heloise, and Queen Elizabeth I, we will focus primarily on the relationship between letter writing and our larger notions of what constitutes the “literary.” To do so, we will read a wide array of epistolary literature, such as Ovid’s *Heroides*, Bram Stoker’s *Dracula*, and Alice Walker’s *A Color Purple*. As a means to understand the relationship between letters and literature, we will consider the contributions of psychoanalysis, post-structuralism, and even network theory. And as we examine this life of letters, we will consider the rhetorical principles that shape authors and audience over time, as well as their implications for our understanding of the past, present, and future of epistolary friendship. Drawing on the innovative methods of the digital humanities, we will contextualize our archival research and reading within read-write platforms, such as blogs, wikis, Facebook status updates, and Twitter feeds, in order to identify the shifting character and global significance of written correspondence today.

*Concentration: Literature*

**ENGL 608: Intro. to Critical and Research Methods**

English 608 is designed to orient beginning graduate students to the characteristic concerns and practices of academic literary studies. We will explore the contours and boundaries of contemporary literary scholarship and examine the histories that have formed it. Working with literary criticism—and a number of local literary critics—we will investigate scholars’ intellectual paths while forging our own through several shared literary texts. Along the way we will also consider some of the current debates and conflicts over the proper objects, goals, and stakes of English scholarship and English departments, and the prospects for literary scholarship in the coming decades. The course aims to prepare students to participate in the theories and practices of the field. More broadly, it aims to both cultivate and critically reflect upon the practices, modes of attention, and habits of mind that characterize contemporary work in English. And most immediately, English 608 offers students an opportunity to analyze, explore,
and experiment with different forms of scholarly discourse as they encounter these forms in their other courses. Course work will include four short critical/bibliographical exercises, several oral presentations, and three longer, linked investigations into a focused author, approach, or topic of the student’s choice.

Concentration: Literature

ENGL 633: Shakespeare Tobin Tu 4-6:45p

This course considers Shakespeare’s dramatic art as an art of coaching an audience (and readers) in how to respond to and understand his make-believes. Multiple plotting, recurring situation, contrasts and parallels in character and character relations (especially the use of theatricalizing characters who stage plays within the play), patterns of figurative language, repetition of visual effects these and other such "structures" will be considered as means whereby Shakespeare coaxes and coaches the perception of his audience, shapes the participation of mind and feeling, and especially, prepares audiences for comic or tragic outcomes. The plays are studied in the light of ongoing critical and/or theoretical debates.

Concentration: Literature
Fulfills Pre-1850 Requirement

ENGL 642: Victorian Literature: Realism, Sensation, and Science Penner W 4-6:45p

This course focuses on how representative novels reveal a preoccupation on the part of nineteenth-century British authors and readers with the accurate, sympathetic, and sensational representation of bodies and feelings in literature and in science. We ask a few representative questions about the bodies and minds that populate nineteenth-century fiction and science: “Who feels what, and how can we tell? What kinds of bodies are ‘feeling bodies,’ ‘unfeeling bodies,’ and bodies which catalyze the feelings of others—and how are they marked by gender, ‘race,’ ethnicity, sexuality, class, ability/disability, age, and other characteristics?”

To address these and other questions we explore first how Victorian writers viewed their period’s preoccupations with “realism” “sensation.” We address questions of how scientific writing about feelings and the relationship between mind and body both inform and are informed by the representational strategies of various novel genres, each one of which itself reflects at some level the priorities of both realism and sensation: the novel of manners (Austen), the romantic novel (Brontë), the condition of England novel (Gaskell, Dickens), the sensation novel (Braddon, Collins,), the “high realist” novel (Eliot), and the fin de siècle gothic novel (Stoker). We question throughout our reading what the benefits and drawbacks are of taking interdisciplinary approaches to the novel, especially since, as Susan Bernstein tells us, “the interdisciplinary turn in research and teaching in the arts and humanities began perhaps 20 years ago now. But . . . most of us academics continue to receive our training through specific and singular disciplines.” We thus take seriously the question: does our understanding of particular novels, genres, or even the novel itself expand, contract, or otherwise shift as a result of our attention to the nineteenth-century British scientific study of the brain, mind, body, and nerves?

Concentration: Literature
The 1960s were a period of rapid change for the UK. Having been succeeded by the United States as the dominant global power and reeling from the losses of its shrinking colonial empire, Britain faced growing uncertainty about its place in the world. This uncertain future was reflected in its science fiction – the key genre for exploring one’s foothold on the future. In this course we’ll focus primarily on two key movements within British science fiction that arise out this period of uncertainty and change: The New Wave and The British Boom. The New Wave (1960s-1970s), pioneered by J.G. Ballard’s literary manifestos and Michael Moorcock’s editorship of New Worlds magazine, championed a more literary science fiction than its American counterpart. It turned to the literary modernism of the early twentieth century and the proto-postmodernism of William Burroughs as its aesthetic models. Rather than rocketships and interstellar warfare with goofy aliens, it turned inward to psychology and took its cues from feminism and the 1960s counter-culture to inform its critiques of technology, consumerism and environmental degradation. Some key authors include: Michael Moorcock, M. John Harrison, J.G. Ballard, Brian Aldiss, John Brunner, and Pamela Zoline. We may also consider some of the US authors that were influenced by the British New Wave like Joanna Russ, Ursula Le Guin, Philip K. Dick, and Samuel Delany. Our other main touchstone movement will be the British SF Boom of the 1990s-present and its eclectic intermeshing, remixing, and rebooting of popular styles and content. Embracing postmodernism rather than aesthetic modernism, the Boom’s narratives borrow freely from cyberpunk, video games, horror, pulp sf, literary fiction, comic books, fantasy, popular film, and television. As consummate underdogs, flying under the radar of the dominant US global culture, Boom writers critique neoliberalism from the cultural margins. Some key authors include Gwyneth Jones, Justina Robson, China Miéville, Iain M. Banks, Ken MacLeod, Ian McDonald, Adam Roberts, Simon Ings, and Nina Allen. Alongside the Boom, we may read some contemporary postcolonial sf that explores similar themes, including works by Amitav Ghosh, Tade Thompson, Vandana Singh, or Lauren Beukes.

Concentration: Literature

On February 17, 1919, the 369th Infantry Regiment marked their return to New York from the European battlefront with a parade up Fifth Avenue, across 110th Street, and finally along Harlem’s Lenox Avenue. The spectacle of three thousand black soldiers, led by the marching band that introduced jazz to Europe, marked a turning point in race consciousness; while the soldiers had suffered discrimination and abuse from American comrades-in-arms, they also, often for the first time in their lives, discovered shared humanity and friendship across racial lines with European soldiers and civilians. When their band hit the charts later that year with “How Ya Gonna Keep 'em Down on the Farm (After They've Seen Paree),” they weren’t whistling Dixie.

The 369th Infantry parade marked the symbolic beginning of the Harlem Renaissance, a cultural movement that enabled black artistic expression to flourish in the 1920s. This course will focus on the literature of this movement and the cultural changes that produced it, including the postwar economic boom, the Great Migration of more than six million African Americans from the rural South to northern cities, the founding of civil rights organizations like the NAACP
and the National Urban League—oh, and modernism. Authors will include Jessie Fauset, Langston Hughes, Zora Neale Hurston, Nella Larsen, Claude McKay, and Carl Van Vechten.

Concentration: Literature

ENGL 663: Revolutionary Romanticism

Who were the really revolutionary thinkers and writers in the "Age of Revolution," as the Romantic Period is also known? To consider this questions, this course will understand revolution in the sense of a "family affair." The Family unit was an operative ideological concept for very different kinds of revolutions, from the politics of liberation to the feminist revolution in education and social practices. Orienting this affair will be what we can call "the First Family" of revolutionary thought, which is not that of the French king and his famous queen Marie Antoinette, nor that of the mad George III and his politically rebellious son, later George IV, but that of the Godwin-Shelley Circle. The primary members of this circle are William Godwin, Mary Wollstonecraft, Mary Shelley and Percy Bysshe Shelley (who came to study at Godwin's feet and instead eloped with his daughter). Behind his family romance of "free love," revolution, and theories of education lie the political thought of highly influential figures such as Rousseau, and the feminist politics of care, a contribution to the enduring problem of ethical action (best articulated for the Romantics by Spinoza). Both revolution and care as ethical action struggle against the increasingly dominant ideology of the aesthetic for this family that combines and traverses the standard period division into "first generation" and "second generation" Romantics. As we read our primary writers, we will bring in other thinkers and materials to provide both historical and literary contexts, genre contrasts, and contemporary interventions in these dramatic and self-dramatizing issues.

Concentration: Literature
Fulfills Pre-1850 Requirement

ENGL 667: Seminar for Tutors

This course teaches graduate students to tutor undergraduate students who are taking Freshman English 101 and 102 at UMass Boston. It features readings, writing, and discussion on the theoretical and practical issues one encounters in working as a composition tutor. Tutors learn to apply research about tutoring to the specific context of the undergraduate classroom, learning not only about tutoring goals and practices, but also about the UMass Boston Freshman English program's philosophy and the UMass Boston undergraduate experience. This knowledge provides a foundation for further teaching at UMass Boston. All elements of the course combine to provide an intellectual framework for articulation and synthesis of, as well as reflection on, what is learned in the work experience of the tutor.

Concentration: Composition, Literature

ENGL 674: Writing and Community

This class explores the 'public turn' of literacy and composition studies - a movement that recognizes and engages with literate activity occurring beyond the academy: in community centers, in homes, in the streets, and in other alternative spaces for rhetorical education and literate practice. This course will prepare students to develop thoughtful pedagogies that engage with public writing and community literacy. To support and practice literacy research and activism outside of the university classroom, and to gain a deeper understanding of the
intersections between literacy and composition studies. Whenever possible, a sustained engagement project with local community partners will serve as a touchstone of the course.

**Concentration: Composition**

**ENGL 676: Reading and Writing Fiction**

This workshop-based course is appropriate for students with no or little experience writing fiction as well as those who have taken creative writing courses in the past. We will focus on fiction writing from two perspectives—craft and process. In our discussion of our own and published fiction, we will explore how writers construct character, voice, suspense, story, etc. We will also discuss the more hazy area of process, with which every writer must finally struggle. I will encourage you to develop an awareness of what works for you and what doesn’t. I will ask you to think about what sort of risks are important for you to take in your work and what material inspires you to take these risks. What is most compelling, important, fun, and scary for you to write about?

In addition to focusing on our own writing, we will be reading recently published fiction by such writers as Junot Diaz, Jhumpa Lahiri, Adam Johnson, Tobias Wolff, Elizabeth Strout, Tim O’Brien, and many others. Discussions will focus on what makes this work successful and how we, as writers, can learn from it.

I expect the utmost seriousness and attentiveness from each student, especially when responding to fellow students’ work. Everyone will be expected to present work to the workshop at least twice during the term. While writing is serious business, it’s also fun. So come with a sense of humor and a willingness to be a part of a dynamic community of writers.

**Concentration: Creative Writing**

**ENGL 681: Advanced Workshop in Poetry**

This course is for graduate students who are concentrating in Creative Writing and who care about writing poems and making them better—in an exhilarating and encouraging environment—and becoming better equipped to teach poetry and creative writing. The main objects of this workshop are (1) to make your poems as lively and as much in your own voice as possible; and (2) to develop your critical (and self-critical) abilities through revision, experimentation, and supportive class discussion. PERMISSION OF INSTRUCTOR IS REQUIRED. PLEASE E-MAIL 3-5 OF YOUR BEST POEMS TO PROFESSOR SCHWARTZ (Lloyd.Schwartz@umb.edu).

**Concentration: Creative Writing**

**ENGL 682: Advanced Workshop in Fiction**

An advanced fiction workshop in which students improve the writing skills they have already begun to develop by focusing on a pre-approved project for the semester. All students read
contemporary fiction throughout the semester. Class discussion focuses on student work, and individual conferences with the instructor are required. This course may be repeated twice for credit.

**Concentration: Creative Writing**

### PART II: ENGLISH MFA COURSES OPEN TO ENGLISH MA STUDENTS

- **CW 697: Novel Writing Seminar**
  - Fulton
  - Th 4-6:45

This is an unconventional literature course designed for students interested in studying the novel from the perspective of the working fiction writer. Students need not have any experience writing fiction, though they must come willing to write fiction. This course will undertake the reckless (but exhilarating) endeavor of writing a short novel as a group, making decisions about the novel’s genre, plot, characters, scenes, setting, etc., as a collective, with individual students writing and submitting to workshop one chapter each of the whole novel. At the end of our fourteen-week semester, the class will not only have read and discussed several canonical and recently published novels by such writers as Richard Yates, Tim O’Brien, Toni Morrison, F Scott Fitzgerald, Ian McEwan, Max Porter, and Elizabeth Strout, but will also have completed a collaborative novel. The point here is not to write a “perfect” novel, or even a bestseller (though, who knows?) but to learn by doing. In addition to writing a chapter of the collective novel, students will write an 8-10 page researched-based analytical essay on two or more of the novels we will be studying. In our reading and writing of the novel form, we will consider elements of craft (character development, exposition, point of view, plotting, style, etc.), literary traditions (realism, minimalism, fantastical literature) as well as theme and genre (coming of age, American Dream, romance, experimental fiction).

### PART III: FINAL EXERCISES, ONE-CREDIT WORKSHOPS, INDEPENDENT STUDIES & INTERNSHIPS

- **ENGL 691: Final Projects in Composition**
  - GPD and Exercise Advisor

This course provides a structure for students working toward completion of the Final Exercise requirement in composition. A Final Exercise proposal is required in the previous semester and must be approved by the faculty supervisor of the exercise and the Graduate Program Director. During the semester of Final Exercise completion, essay plans and drafts are studied and critiqued in regular tutorial conferences with individual faculty supervisors. For the curriculum unit option, unit drafts and exercises are similarly critiqued. For the exam option, examination materials and sample questions are analyzed. The final project, curriculum unit, or examination is assessed by graduate faculty readers. Students must successfully complete the Final Exercise in order to receive the M.A degree. ENGL 691 is the 3-credit option for the Final Exercise (for
the 6-credit option, see ENGL 699 below).

- **Prerequisites:** English MA candidacy and satisfactory completion of four courses in the composition concentration plus permission of Graduate Program Director.

- **Note:** The Graduate Program Director and Program Administrator will enroll you into this course once your Final Exercise Proposal has been approved (see explanation in first section of this booklet).

**ENGL 692: Final Projects in Creative Writing**

GPD and Exercise Advisor

This course provides a structure for students working toward completion of the Final Exercise requirement in composition. A Final Exercise proposal is required in the previous semester and must be approved by the faculty supervisor of the Exercise, by the Director of Creative Writing, and by the Graduate Program Director. During the semester of Final Exercise completion, creative writing drafts are studied and critiqued in regular tutorial conferences with individual faculty supervisors. The final manuscript is assessed by graduate faculty readers. Students must successfully complete the Final Exercise in order to receive the M.A degree. ENGL 692 is the 3-credit option for the Final Exercise (for the 6-credit option, see ENGL 699 below).

- **Prerequisites:** English MA candidacy, acceptance of writing sample by CW faculty, and satisfactory completion of four courses in creative writing and three courses in literature, plus permission of Graduate Program Director.

- **Note:** The Graduate Program Director and Program Administrator will enroll you into this course once your Final Exercise Proposal has been approved (see explanation in first section of this booklet).

**ENGL 693: Final Project in Literature**

GPD and Exercise Advisor

This course provides a structure for students working toward completion of the Final Exercise requirement in composition. A Final Exercise proposal is required in the previous semester and must be approved by the faculty supervisor of the exercise and the Graduate Program Director. During the semester of Final Exercise completion, essay plans and drafts are studied and critiqued in regular tutorial conferences with individual faculty supervisors. For the curriculum unit option, unit drafts and exercises are similarly critiqued. For the exam option, examination materials and sample questions are analyzed. The final paper, curriculum unit, or examination is assessed by graduate faculty readers. Students must successfully complete the Final Exercise in order to receive the MA degree. ENGL 693 is the 3-credit option for the Final Exercise (for the 6-credit option, see ENGL 699 below).

- **Prerequisites:** English MA candidacy and satisfactory completion of five courses in the literature concentration, including at least one course in literature before 1850, plus permission of Graduate Program Director.

- **Note:** The Graduate Program Director and Program Administrator will enroll you into this course once your Final Exercise Proposal has been approved (see explanation
**ENGL 695: Graduate Internship in English**

**GPD**

The Graduate Internship in English allows students to explore possible careers connected to and furthered by the postgraduate study of English. Internships can take place within a wide variety of fields that feature an applied use of English, including publishing, marketing, publicity, professional writing, creative writing, library work, and non-profit administration. Internships can include experiences such as organizing rare books materials for a Boston area research library, leading literacy workshops for a non-profit organization, composing publicity materials in a corporate setting, editing literary or non-literary publications, creating website content for an educational institution, and holding creative or professional writing workshops for local schools or libraries. The Graduate Internship in English affords students the opportunity to bring the ideas and skills learned in English MA courses to the workplace.

**ENGL 696: Independent Study**

**GPD and Study Advisor**

An independent study features the comprehensive study of a particular area of literature, a particular author, or a specialized topic not offered in regular seminars. Students arrange a exercise with a faculty member who approves a exercise proposal which provides a description or outline of the research and writing work to be undertaken and a bibliography of reading. The exercise must then be approved by the Graduate Program Director. Exercise proposals must be submitted by the end of the semester previous to the one in which the study is to take place. Students are allowed to take a maximum of 6 credits of independent study work to count toward the MA degree. Independent study forms are available on line and in the MA Program Office.

**ENGL 698: Intern Seminar**

**By Arrangement**

This seminar is for both composition and literature teaching assistants during their teaching associate (TA2) or intern semester. It involves a preliminary summer workshop and weekly meetings and classroom visits during the semester. The course is taught by the two internship supervisors, with students divided into a composition and a literature section according to their intern appointment. The seminar develops more fully the pedagogical and content material covered in ENGL 610 and 611. It involves collaborative work (designing a joint syllabus, reading list and assignments for the undergraduate composition and literature sections to be taught by interns), classroom research, and reflective reports. Students have the option to register for 3 credits each semester.

- **Prerequisites:** ENGL 610 or ENGL 611 and assignment as Teaching Assistant (TA2), plus permission of Graduate Program Director.

**ENGL 699: Master of Arts Thesis Project**

**GPD and Exercise Advisor**
A substantial Exercise of approximately 60 pages in literature or composition/rhetoric. Creative writing students will include a related analytical paper (15-20 pages) with their creative writing manuscript. A thesis proposal is required in the previous semester and must be approved by the student’s faculty supervisor of the thesis and by the Graduate Program Director. For creative writing theses, approval by the Director of Creative Writing is also required. The student works under the supervision of a faculty thesis director in regular tutorial conferences. **Students should begin working on their Exercise a full semester before the semester in which the exercise is due.** The thesis will be read by a committee of three graduate faculty members who will judge its suitability as partial fulfillment of the requirements for the Master of Arts degree. Finally, a thesis defense before the student’s committee and open to all members of the English department will take place. English 699 is the 6-credit option for the Final Exercise.

- **Prerequisites:** English MA candidacy and satisfactory completion of the course requirements of the concentration in which the thesis is written – composition, creative writing, or literature. Permission of Graduate Program Director is required.

- **Note:** The Graduate Program Director and Program Administrator will enroll you into this course once your Final Exercise Proposal has been approved (see explanation in first section of this booklet).
PART IV: COURSES OFFERED BY THE GRADUATE CONSORTIUM IN WOMEN’S STUDIES

The University of Massachusetts Boston is a member of the Graduate Consortium in Women’s Studies, “which offers interdisciplinary, team-taught seminars to students matriculated in graduate programs at member schools. Students are granted credit for participation by their home institutions.” In order to receive English MA credit, students must do their investigative Exercise and final research paper in the fields of literature, film, composition, or creative writing. Applications are available at: http://mit.edu/gcws/

Spring 2016 Courses: See full descriptions at http://mit.edu/gcws/

Member Schools: In addition to UMass Boston, participating schools include Boston College, Boston University, Brandeis University, Harvard University, M.I.T., Northeastern University, Simmons College, and Tufts University.

Note: Graduate Consortium courses are Recommended for students interested in applying to PhD programs or completing a six-credit thesis final exercise.
MA in English with Initial Teacher Licensure for Middle or Secondary School

English MA students who wish to teach English at the middle (5-8) or secondary (8-12) school level may earn an initial teacher license through the following program of study.

Admission

Students wishing to pursue this track must do the following:

1. Update their “English MA Program Concentration” form in the MA office (W-06-08) and submit a copy to the College of Education, Student Services (W-01-51).
2. Create an Educator Licensure and Recruitment (ELAR) account with the Massachusetts Department of Elementary and Secondary Education (DESE). Go to https://gateway.edu.state.ma.us/elar/userregistration/RegistrationPageControl.ser
3. Schedule an initial meeting with the English Department licensure advisor, Alex Mueller (alex.mueller@umb.edu), in order to plan a program of study in English.
4. Schedule an initial meeting with College of Education licensure advisor, Kevin Ziomek (kevin.ziomek@umb.edu), in order to plan a program of study in Education.

Course requirements

Students are required to complete the 30-credit English MA Program, including the following four specific courses:

- En 610 Teaching of Composition
- En 611 Teaching of Literature
- EN 613 Teaching English with Technology
- ApLing 603—Cross-Cultural Perspectives

In addition to the 30 credits in the English MA Program, students must complete the following three courses and student teaching (Practicum) through the M.Ed. program in the College of Education.

- EDC G 644—Developmental Stages (3 cr)
- EDC G 650—RETEL: Rethinking Equity in Teaching English Language Learners (3 cr)
- EDC G 630—Inclusion K-12 (3 cr)
- EDC G 687 or EDC G 688 Practicum Seminars plus Practicum (6 cr)

Pre-practicum (student teaching) requirements

Students must complete at least 75 supervised pre-practicum field hours in a middle or high school. All hours must be satisfied during EDC G 650, which requires one full day a week of fieldwork. To be eligible for pre-practicum, students must have passed the Communication and Literacy MTEL, and have passed ENGL 610 Teaching of Composition, ENGL 611 Teaching of Literature, APLING 603 Cross-Cultural Perspectives, and EDC G 644 Developmental Stages. All students must apply for their pre-practicum at this site: https://docs.google.com/forms/d/1wF4TlwJZo4rhPjphV_CZ_fdzUwcF5jY44wJJ4ojk/viewform Applications are due March 1st (for fall) or Oct 1st (for spring). Once accepted, Danielle Wheeler, the Field Placement Coordinator, will make arrangements for your pre-practicum site. In-service public school teachers may apply to meet the pre-practicum field experience requirement through their current teaching.

Required examinations

The Massachusetts Department of Education requires all candidates for initial license to pass the Massachusetts Test for Educator Licensure (MTEL). This test consists of two parts: the first tests the candidate’s communication and
literacy skills through a reading and writing test; the second tests the candidate's competency in the subject matter specific to the certification area sought (English). Students must successfully complete the Massachusetts Department of Education Communication and Literacy Skills Portion by midway through the program. Students must successfully complete the Subject Test in English by the semester before student teaching. Information about upcoming MTEL administrations and registration materials is available from (413) 256-2892 or via the MTEL website: www.mtel.nesinc.com. The English MTEL Test Information Booklet is available at http://www.mtel.nesinc.com/PDFs/07_ENGLISH.pdf. Full-length practice tests are available here: http://www.mtel.nesinc.com/MA_PT_opener.asp.

Practicum (student teaching) requirements

The Practicum consists of one semester of supervised student teaching in a middle or secondary English classroom (a minimum of 300 hours). It is concurrent with a practicum seminar (totaling 6 credits for Practicum and Seminar). Students receive supervision throughout the duration of the Practicum from both a University supervisor and a mentor teacher (mentor teachers must hold Professional Licensure or equivalent).

Application procedure for the practicum (student teaching)

Students must apply for the practicum through the CEHD Office of Teacher Education (W-2-56). The following paperwork is required:

- A completed application for student teaching
- A current UMass transcript
- Documentation of 75 hours of field observation (pre-practicum requirement) or equivalent
- Proof of passing the Communications & Literacy section and the English subject area test of the MTEL.

Deadlines for submitting applications for student teaching are March 1st (for Fall student teaching) and October 1st (for Spring student teaching).

CONTACT INFORMATION

- English Department Education Advisor: Alex Mueller, W-06-3, alex.mueller@umb.edu, 617-287-6723
- CEHD Student Services: W-01-51, Kevin Ziomek, kevin.ziomek@umb.edu, 617-287-7233
- Pre-practicum placements: Danielle Wheeler, W-02-56, danielle.wheeler@umb.edu, 617-287-7591
- Massachusetts Department of Education: 781-338-3000 www.doe.mass.edu
- MTEL: www.mtel.nesinc.com